

The Vocational Guidance Quarterly

VOL. 6, NO. 2

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WINTER 1957-58

The Vocational Guidance Quarterly

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1957-1958

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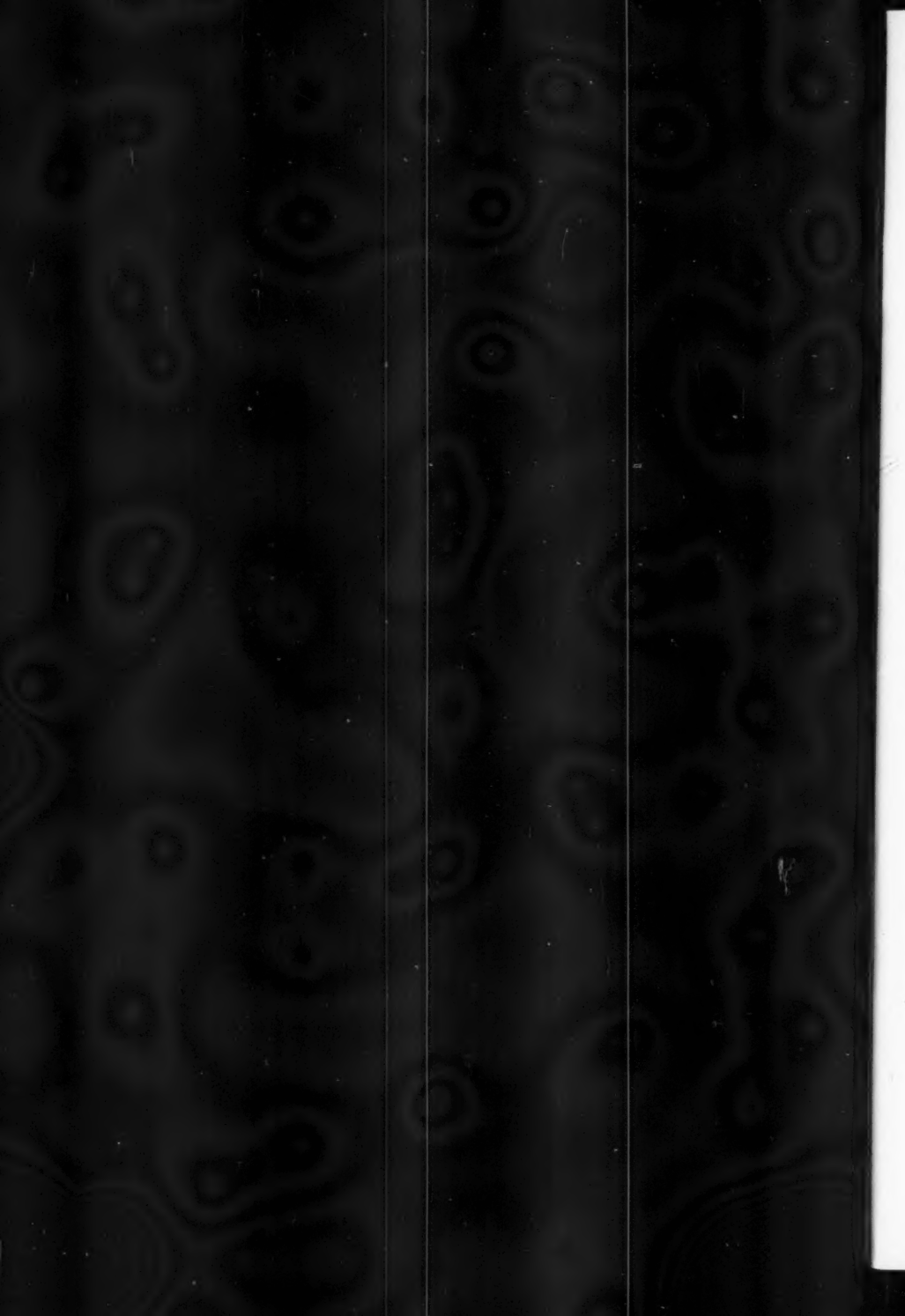
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You might like to know . . .

"Off and Running"

Your Association officers were pleasantly surprised with the NVGA membership report of October 1. The headquarters office reported a paid-up membership of 5,372, which is well in advance of membership on this date during previous years. This takes on added significance when one realizes that the major impact of the membership campaign would not be felt until after this date. We have thought that it would be a great year if this column in the spring issue could report 8,000 members. If two of you pool your efforts and add one colleague, we will pass that goal!

Membership Committee

The National Membership Committee of APGA met in St. Louis on October 5. Ray Charles, our National Membership Chairman, is the NVGA representative on that committee. Ray is doing an outstanding job in bringing the professional contributions of NVGA to the attention of the various state chairmen. It is to be hoped that all of your friends learn of these contributions.

Life Subscribers

You may recall that the last Convention voted to accept life subscribers in APGA. The money from these memberships is to be used in the building fund. It was with considerable pride that your officers learned that 68 of the first 138 subscribers considered NVGA their primary division. It is reassuring to note that our division is deserving of a regular seat at the table of the guidance family.



Vocational Guidance News-Notes

The first issue of the News-Notes for the current year was distributed during the fall. This was sent to all of our members and, as an interpretative instrument, to hundreds of business and industrial concerns. This is one of the major means of keeping key individuals in the world of work aware of our professional association. If you have comments about the publication, please forward them to your PIPR Chairman, Nancy Wimmer.

The Information Review Service

One of our most active committees, the Information Review Service, is making a significant contribution to the profession. Each Quarterly carries an evaluation of the current occupational information. Publishers of occupational information (both commercial and others) are becoming increasingly cognizant of the weight of this evaluation. We are proud of the efforts of Harold Munson and his committee.

Executive Committee Meeting

The Executive Committee, consisting of Andrews, Odgers, Roeber and Hatch, met in East Lansing on November 24 and 25. A summary of the discussion which took place at this meeting and the recommendations were circulated among the Board of Trustees for their reactions. A report of the final decisions will be made at a later date and reviewed during the Delegate Assembly meetings at the time of the Convention.

"Meet Me in St. Louis, Louis. . . ."

Your name is probably not "Louis," and there will not be a fair—but it will only be a matter of weeks until our Convention convenes in St. Louis. The enthusiasm which is emanating from our Convention hosts is most contagious. Frankly, I am ready for that session right now! Best that I wait, however; so all I can say at this time is "Meet Me in St. Louis. . . ."

Cordially,

Ray Hatch
President

JOB ORDERS

for Guidance and Personnel Workers

by NANCY D. STEVENS AND ROBERT HOPPOCK

THIS ARTICLE is a summary of job orders for persons trained in guidance and personnel work, received by the Education Division of the Office of Placement Services at New York University between January 1, 1956, and December 31, 1956.

There were in all 358 job orders for positions distributed in the following institutions and agencies:

Colleges and universities	78
All schools in one district	8
Secondary schools	188
Elementary schools	5
Other organizations	79

Geographically, these job orders came from

New York	182
New Jersey	48
Connecticut	17
Pennsylvania	9
Other states	102

Job Orders Categorized

Listed below are the principal job categories and the number of job orders received:

College and university

Counselor trainers	11
Administrators. Directors of student personnel, directors of counseling, deans of men and women.	6

NANCY D. STEVENS is Assistant Director, Education Placement Division of the Placement Services and ROBERT HOPPOCK is Professor of Education at New York University.

Directors and assistant directors of placement. 7

Counselors. In admissions, placement, residence. For men and for women. For educational and vocational guidance. 23

Directors of residence, head residents, educational and social directors, directors of residence counselors. 24

Directors of student activities and related jobs. 7

Public schools

Directors of pupil personnel services, directors of guidance, for

Secondary schools	7
Elementary schools	0
All schools in district	3
Grade level not stated	18

Counselors in

Secondary schools	53
Elementary schools	3
All schools in one district	2
Grade level not stated	70

Teacher-counselors in

Secondary schools	5
Elementary schools	1
All schools in one district	0
Grade level not stated	8

Other jobs for which guidance training was specified. 18
Deans of boys and deans of girls, visiting teachers, school social workers, supervised-study teachers, and freshman consultant.

Other organizations. Jobs for which guidance training was specified.

Vocational, rehabilitation, and placement counselors in social agencies.	42
Directors, assistant directors, bureau chiefs, directors of guidance, and program directors in social agencies.	15
Group workers.	9
Supervisors of counselors, residence, recreation, and homebound programs.	8
Neighborhood visitors, chairman of admissions, assistants in testing, assistant camp superintendent.	5

Salary Range Reported

For public school jobs, salaries were usually reported on a sliding scale, related to the training and experience of the worker. In most cases, counselors were paid on the

same scale as teachers. A few counselors were offered from \$150 to \$300 above the teacher scale.

Directors of guidance were paid \$4,500 to \$7,000 to start.

College salaries ranged from \$2,000 to \$8,200 with most of them between \$4,000 and \$6,500.

Jobs in agencies paid from \$1,600 to \$10,680 with most of them between \$3,500 and \$6,000.

Training Levels Set

Nearly all job specifications included a master's degree in guidance. Exceptions were the jobs for counselor trainers, in which the doctorate was preferred; and the beginning jobs in student activities, residence halls, and group work, where the bachelor's degree was often acceptable.

Meet NVGA Treasurer

John G. Odgers, State Supervisor of Guidance Services for the State Department of Education in Ohio, first joined NVGA when a graduate student at Ohio State University in 1938. Since then he has attended 16 national conventions, in most cases serving in the NVGA delegate assembly or, in recent years, as an NVGA representative in the APGA delegate assembly.



Mr. Odgers also has served NVGA as Chairman of the Vocational Counseling Section (1952-1954); member of the *Quarterly* Editorial Committee (1953-1955); mem-

ber of the Publications Policies Committee (1954-1955); member of the Publications Committee (1955-1957) and its Chairman (1956-1957); member of the Nominations and Elections Committee (1954-1955); member of the Committee on Revision of the Guidance Section of the "Cooperative Study of Secondary School Standards" (current); and program participant in at least ten national conferences.

In 1954, he helped organize the Ohio APGA Council, made up of representatives from the six Ohio Branches of NVGA and APGA. His office cooperates with this council in sponsoring the annual All-Ohio Guidance Conference. NVGA activities over the years have included membership in the Central Ohio, Northeastern Ohio, and Akron Area Branches; presi-

ODGERS

dent, vice-president, and program chairman of the Central Ohio Guidance Association; state membership committee; speaker at meetings of all branches; and general chairman of three state conferences.

Since 1947 Mr. Odgers has been a member of NAGSCT, serving as Central Regional Chairman, and a member of the Executive Council during 1956-1957. He also served on the NAGSCT committee for the preparation of the "Criteria for Evaluating Guidance Programs in Secondary Schools," the committee on relationship of guidance services to other pupil personnel services, and as chairman of the committee which produced the U.S.O.E. publication "In-Service Preparation for Guidance Duties." In 1953, he helped organize the Ohio Association of Counselor Trainers, and served as secretary of that group until this year.

During the days of the Council of Personnel and Guidance Associations, he served as the Ohio representative on the job analysis study of guidance personnel conducted by that group. He also served as one of the initial NAGSCT representatives on the APGA Executive Council during the organization of APGA. Since that time he has served one or more years on APGA committees on Nominations and Elections, Professional Membership, and Convention Evaluation.

John's professional guidance work includes positions as Field Representative and Assistant Alumni Secretary for Heidelberg College; Research Assistant, Ohio State University Bureau of Educational Research; Visiting Teacher and Director of Guidance, Elyria, Ohio, Board of Education; State Supervisor of Counseling, Testing, and Youth Placement, Ohio State Employment Service; Chief of Technical Services, U.S.E.S. in Ohio; Senior Manpower Utilization Consultant, War Manpower Commission in Ohio; Director of Personnel Research, The Babcock & Wilcox Company, Barberton, Ohio; and, since 1947, State Supervisor of Guidance Services in Ohio and member of the counselor training staff at the Ohio State University.

He also has taught summer courses or served as guidance workshop consultant for the University of Georgia, University of Michigan, Michigan State University, the State University of Iowa, and Ohio University.

Mr. Odgers has written or supervised the preparation of numerous procedural or technical bulletins for industry and government agencies. With a staff of two assistants, a research assistant, and a secretary, he now has the job of extending guidance services throughout the public schools of Ohio.

• • •

A new **Teen Age Guidance Series**, under the editorial supervision of Hubert W. Houghton of the New York State Education Department, is now available from Keystone Educational Press, Inc., 222 Fourth Avenue, New York 3, N. Y., at 40¢ each. Current titles of the 60-page booklets are *Getting Along With Others*, *Polishing Your Personality*, *Cues For Teens*, and *Data on Dating*.

Do I Really Have

The Personnel Point of View?

AM I MORE CONCERNED WITH: THE TEXTBOOK? MYSELF? OR CHILDREN?

**A Do-It-Yourself
Checklist for Teachers
by Delmont K. Byrn**



YES Do this all the time	?	NO Very seldom do this
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1. Judge student behavior *by standards of their peer society* as often as I judge it *by standards of adult society*.
2. Enjoy the *children and their activities* as much as I enjoy the *course content* I try to teach them.
3. Base as much of my teaching on the *differences among students* as on the *likenesses of students*.
4. Try as hard to discover the *causes of student problems* as to deal with the *symptoms of their problems*.
5. *Differentiate class assignments* according to student differences as often as I *give the same assignment to the whole class*.
6. Work as hard to *make school work interesting and applicable* as to *make it accurate, logical, and well-organized*.
7. Spend as much class time on *ideas presented by students* as on *ideas presented by the textbook or by myself*.
8. Evaluate a student's progress *according to his ability to learn* as much as *according to previously established group standards*.

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|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. Consider <i>evaluation of student adjustment by the student himself</i> as accurate and important as <i>evaluation by teachers</i> . |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. Teach <i>students who are unlike me</i> as effectively as I teach <i>students who are like me</i> in background, ability, and interests. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11. Work as hard at getting students to <i>respect me personally</i> as to <i>respect my authority as a teacher</i> . |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12. Concentrate as much on the <i>past and future course of individual students</i> as on the <i>past and future course of society</i> . |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13. <i>Adjust school activities</i> to an individual student as readily as I <i>adjust the student</i> to predetermined school activities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 14. Contact parents as often for <i>ordinary reasons</i> as for <i>academic or disciplinary emergencies</i> . |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15. <i>Evaluate my own personality and progress</i> as confidently as I <i>evaluate the personality and progress of students</i> . |

School Guidance Workers Now Certified in 41 States

THE NUMBER of states having certification for school guidance workers now stands at 41, an increase of 40 percent in two years, according to Royce E. Brewster, specialist for guidance practices, U. S. Office of Education.

Twenty-seven states had certification in 1955, 32 in 1956. In 34 states, certification is mandatory and in 7, optional. Most states require a state teaching license and a master's degree, or equivalent, in guidance training. About half of the states prescribe at least one year of experience in an occupation other than teaching.

Specific requirements for counselor certificates are outlined in a new Office of Education publication, "Guidance Workers Certification Requirements," by Mr. Brewster. The bulletin lists, for the first time, certification requirements for school psychologists. Twelve states are included.

Copies of this publication of the Office of Education, Department of Health, Education, and Welfare, may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 25 cents.

Using Graduates in Studying Colleges

by EDWIN MAXWELL BRIDGES

FOR two years Griffith, Indiana, High School has attempted to unveil the aura of mystery surrounding the college campus by enlisting the aid of its graduates.

This program¹ is designed to supplement the traditional College Day usually held in early spring.

Invitations are mailed in October to recent graduates who are enrolled for college or university work, requesting them to join their former classmates and future college Joes and Joans in a college breakfast. (Members of the last two graduating classes are preferred, as they are least likely to have broken ties with their Alma Mater.)

The social, as well as educational, affair is held in the school cafeteria from 9 to 11:15 on the final morning of school preceding Christmas vacation. This is a time when most students are home from college and, although we educators are loath to admit it, high school youth are thinking of Christmas Day and not their lessons.

Several students representing a cross-section of higher education—teacher training institutions, liberal arts colleges, engineering and technical schools, and the university—

are selected to serve on a panel; and various topics such as, work opportunities, typical class loads, grading, and campus social life are assigned to each member.

Following these prepared speeches, college-bound seniors have a chance to ask the panel questions of general interest to all. Specific, personal, and probing questions are reserved for bull-sessions when students chat informally over cocoa and doughnuts. Not infrequently these conversations extend into the lunch hour.

Teachers lend their support by excusing from class seniors who have *pre-registered* for the breakfast. In return, instructors are encouraged to drop in at the break for refreshments and talk with former pupils. Some administrators may rightly question this practice of teachers leaving their classrooms unattended for a few minutes. Local conditions, personnel, and the character of the student body are factors which will determine the policy followed by each school.

This program by its very nature possesses many educational values and is one procedure for meeting the needs and interests of a certain segment of the student body. These seniors have an opportunity to develop their social maturity while they serve as hosts and hostesses, make new acquaintances, and mingle with their friends. They begin to think realistically about college as their questions are an-

EDWIN MAXWELL BRIDGES is Dean of Boys at Griffith, Indiana, High School.

¹The program was introduced by Mrs. Cecile Nearing, Dean of Girls, and Eldon Ready, Superintendent and former Principal of Griffith High School.

swered and the college students relate their experiences.

Furthermore, the school has an opportunity seldom afforded to give recognition to the academic

grad by enabling him to assume leadership and advisory roles and to sell others (and, in doing so, perhaps himself) on the merits of education.

New Books

On Vocational Guidance

by DELMONT K. BYRN

The Occupational Outlook Handbook: Employment information on Major Occupations for Use in Guidance, Bulletin No. 1215, Bureau of Labor Statistics, U. S. Department of Labor, in cooperation with the Veterans Administration. Washington, D. C.: Government Printing Office, 1957. 697 pp. (Paper bound) \$4.

This revised and enlarged publication on employment opportunity covers 500 occupations and 25 major industries including professional and "white-collar" fields, major types of farming, and many of the industrial occupations in which most young people will find jobs. Trends and outlook are emphasized with the report on each occupation including: nature of work, training and other qualifications, advancement, location of the job, earnings and working conditions, employment outlook, and sources of further information. This volume replaces the 1951 edition which sold 45,000 copies and was widely used by public agencies engaged in counseling, and by high schools, colleges, and community agencies. A total of 70 charts and 105 photographs help tell the story. Each chapter or section of the Handbook will be available separately as a reprint.

A new periodical, *The Occupational Outlook* (Superintendent of Documents, \$1 for four issues a year) reports new studies and the latest developments covered in the Handbook.



Vocational Development: A Framework for Research, by Donald E. Super, John O. Crites, Raymond C. Hummel, Helen P. Moser, Phoebe L. Overstreet, and Charles F. Warnath. New York: Bureau of Publications, Teachers College, Columbia University, 1957. 142 pp. \$2.75.

This monograph, first in a projected series of six describing the Career Pattern Study of the Horace Mann-Lincoln Institute of School Experimentation, outlines a comprehensive theory of vocational behavior. Dr. Super and colleagues review various approaches to vocational choice and behavior, evaluate these approaches, point out indications of further research, and present the outline of a theory. Subsequent monographs will report data collected and analyzed at various stages of the study scheduled for completion in 1975.



Psychology for Living, by Herbert Sorenson and Marguerite Malm. New York: McGraw-Hill Book Company, Inc., 1957. 672 pp. \$5.32.

This second edition of the textbook for high school juniors and seniors covers: personality growth, mental and emotional health, physical growth and learning, intelligence and thinking, and courtship, marriage, and life-work. It is intended

to contribute to courses in social problems, home economics, health, human relations, personal problems, mental hygiene, marriage and the family, and occupations. A teacher's manual and a separate booklet of objective tests for the student are available, in addition to the glossary of terms, booklists, suggested projects and problems in the text.



Counseling and Psychotherapy with the Mentally Retarded, edited by Chalmers L. Stacey and Manfred F. DeMartino. Glencoe, Ill.: The Free Press, 1957. 478 pp. \$7.50.

Approaches to psychological treatment of the mentally handicapped and their parents are presented in this book. Approximately 50 writers contribute to the ten chapters entitled: Introduction, Counseling Psychotherapy, Psychoanalytic Methods, Group Therapy, Play Therapy, Psychodrama, Speech Therapy, Vocational-Occupational-Industrial Therapy, Counseling with Parents, and Psychotherapeutic Techniques. The chapter on Vocational-Occupational-Industrial therapy consists of seven papers including Vocational Training and Job Adjustment of the Mentally Deficient by Arthur A. Hitchcock.



Guide to Career Information: A Bibliography of Recent Occupational Literature, by Career Information Service, New York Life Insurance Company. New York: Harper & Brothers, Publishers, 1957. 203 pp. \$3.

This is a sourcebook of occupational information listing 800 books and pamphlets devoted to current job information. Grouped under 52 occupational categories, each listing includes a brief annotation, price, and source. A section on career guidance includes listings on career conferences, career planning, job hunting, military guidance, and miscellaneous careers. This bibliography follows five years of publication in national magazines of a series of career advertisements by New York Life.



The Appraisal of Applicants to Medical Schools, Edited by Helen Hofer Gee and John T. Cowles. Evanston, Illinois: Association of American Medical Colleges, 1957. 228 pp. \$3 (\$2 paper bound).

Although geared specifically to the selection of medical students, this symposium of 21 experts in higher education, psychological measurement, social science research, clinical psychology, psychiatry, counseling, and executive selection, as well as medical education and medical school administration. This work of the 1956 Association of American Medical Colleges Teaching Institute involves 135 medical school representatives and a sampling of opinions of medical students and medical educators. The intellectual and non-intellectual characteristics of applicants and the admissions process are evaluated.



Correction: (Price erroneously listed in last issue)

Handbook for One-Handers, by Aaron L. Danzig. 211 West 14th Street, New York 11, N. Y.: Federation of the Handicapped, 1957. 55 pp. 50¢, 10 or more copies 40¢ each.

This guide to everyday living is for those who have lost the functional use of an arm or hand. In it the Federation of the Handicapped provides the disabled solutions to such common difficulties as dressing and undressing, personal care, preparing meals, eating meals, household problems, sports, business, social life, and love and marriage. Instructions are given for such acts as tying shoe laces, lighting book matches, opening jars, mopping floors, swimming, telephoning, typing, and driving an automobile.

JUMPING THE GUN

on Aptitude Testing

by MICHAEL HIRT

IT HAS BECOME the accepted practice in our secondary schools to administer to students a wide variety of tests. High school students are given achievement tests, interest tests, scholastic aptitude tests, and occasionally, personality tests.

Although not explicitly stated, one of the underlying purposes of such extensive testing programs is to identify the potential college students from those who will terminate their formal education upon graduation from high school.

Frequently, the test results are used to determine the academic inadequacies of a student; his high school curriculum is designed, as nearly as possible, to eliminate these inadequacies and to prepare him for possible college competition.

All this in spite of the fact that numerous studies [4, 1, 3] have demonstrated the lack of relationship between high school course patterns and college achievement.

Appropriate Testing Needed

It is not the intent of the author to suggest that high school testing be abandoned. On the contrary, what is needed is more appropriate testing, structured within certain clearly defined goals and objectives of the given high school. This point is by no means a new one; it has been expounded many times, but

MICHAEL HIRT, former Graduate Assistant in the Department of Educational Psychology and Measurements at the University of Nebraska, is now in military service.

seems not to be practiced consistently.

A high school testing program is not an entity unto itself. It is, or should be, an integral part of the entire high school program. As such, it can be established most appropriately *after* the objectives which the high school hopes to meet are clearly defined and accepted by the high school faculty. It is equally important that a constant system of evaluation be maintained; not only to modify the established objectives, but also to keep adapting the testing program to new and changing school objectives.

Aptitudes Measured Early

The purpose of this paper is to describe the efforts made by a vocational high school to meet the needs of their students. It is hoped that this will illustrate some of the things which a high school has the responsibility of doing and how these responsibilities can be fulfilled.

The particular vocational high school to which reference is being made is located in a large midwestern city. It has a student body of approximately 3,000 and it is almost exclusively devoted to preparing its students to enter the labor market after graduation. In the past, this school has followed rather traditional testing practices. In their senior year, students were given achievement tests which were used to guide them into various occupations. That this is a somewhat haphazard method of placing

students was recognized by the school administration and they proceeded to search for a more valid testing and placement program.

To meet the major function of this school (preparing its students for employment after graduation), it was decided to test the entire Freshman class with the General Aptitude Test Battery [2]. Briefly, this is a multifactor test battery used by the U. S. Employment Service, one of the most adequate instruments available for the assessment of aptitudes.

It was the plan of the school administration to help map each student's program for his remaining three years in relation to his aptitude patterns and their relationship to various possible occupational groups. Not only is this a more realistic method of vocational education, it is also an aid in motivating students. When their aptitude patterns are explained to them and their course work is related to these, their education assumes a more tangible meaning.

It should be noted that the situation described was undertaken as an experiment by both the vocational high school and the Employment Service. One obvious and relatively important limitation of such an effort is the questionable appropriateness of the General Aptitude Test Battery, with its present standardization, for such a population. This test battery is suitable for individuals 16 years or older; using it with younger stu-

dents rules out the effects of several years of maturation upon test scores. Further research will yield a better picture of its validity.

However, the real issue is not *whether* this particular battery should or should not be used. Rather, it is an example of the *type* of testing program which is needed in vocational high schools.

This program takes into consideration (1) the student, (2) his high school education, and (3) the environment he will have to face upon leaving the high school. It is suggested that a testing program must relate these three components and always consider them within the more general framework of the purposes the high school serves—contributing to the growth and self-actualization of our youth.

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4. Patterson, D. "The Relation Between Certain Factors and Scholastic Success at the University of Minnesota College of Education," *Bulletin of the American Association of Collegiate Registrars*, April, 1937, 12, 191-201.

* * *

To be poor and independent is very nearly an impossibility.

WILLIAM CORBETT, *Advice to Young Men*

* * *

A survey shows that women spend 85% of the consumer dollar. Men and children spend the other 50%.

Changing Times

APPROACH BY BUCKSHOT

by ROBERT P. OVERS

DROOLING at the thought of the greener grass in the reputedly lush financial meadows of industrial personnel work, I decided to negotiate the fence and browse.

In a period of one month, my unwillingly corralled spouse and I typed 223 letters. These conveyed in 150 words and 17 lines my desire to invade the neighboring premises.

Practically all firms within commuting distance and capable of supporting a personnel manager in the style to which he would like to become accustomed, were contacted. Names were secured from a chamber of commerce membership roster and a state industrial directory. Big companies were gobbling up little companies so rapidly that it was sometimes difficult to unscramble firm names.

Replies by Letter, Phone

Seventy-eight replies were received, constituting a 35% return. Nine firms sent application forms to be completed and returned. Four other firms requested complete summaries.

Both business and home telephone numbers had been listed on the application letter. In response, four initial contacts were received by telephone. One requested general information, later followed by an application form. Two asked for employment summaries with specific positions in mind. One was a simple reject.

ROBERT P. OVERS is Vocational Counselor, Veterans Administration, Regional Office, Buffalo, N. Y.

Sixty-six (or 30%) of the firms indicated that they had no openings. Of these, one half (33 respondents) stated that the application would be kept and referred to for future openings. One specifically suggested that I check with them later. Three indicated that their company's policy of filling positions in personnel from among general management junior executives precluded transfer in as a specialized personnel man at an advanced level.

Five companies referred applications to head offices in other localities. One suggested an application be sent in for consideration for a future sales position. The Post Office could not locate one company.

Qualitatively, this was an ego-enhancing experience. Either sincerely, or well trained in public relations, employers said many nice things such as: "With your fine qualifications, we are quite sure you have been able to make a good contact by this time." "We regret at this time we have no opening for a man with your talent and experience."

Interviews Are Revealing

The campaign netted seven interviews in five companies. Interviews in two of the companies were for specific current openings. Two were for potential future openings. One was an information interview offering general advice about personnel work with this company. Four other companies offered interviews apparently as a matter of

courtesy with nothing specific in mind. Because of time limitations these were not followed up. In addition, three interviews in one company contacted other than by the letter campaign are included in the impressions to follow.

Interviews were lengthy and deeply engrossing, ranging from one to two hours. The writer was impressed with the sincere and sophisticated interest in the personnel point of view not only of personnel men but of presidents, vice-presidents, and general managers. However, they seem to be on the horns of a dilemma.

They wanted a thoroughly worker-centered personnel man; they also needed a strong contract negotiator to deal with the local union. They stated it simply as,

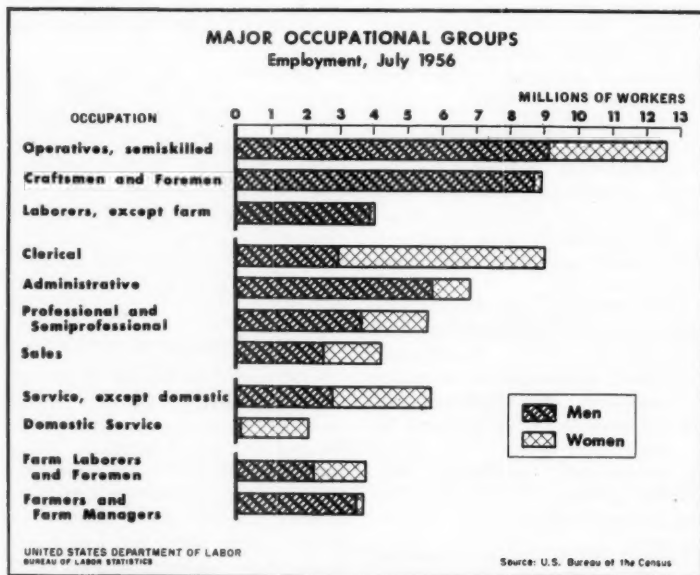
"We can't give the company away."

Such a dual allegiance role seemed to contain the ingredients of disharmony found in the concept of the counselor-disciplinarian on the college campus or the social-investigator in public welfare. Could such a worker remain personally integrated and professionally effective?

Results Give Perspective

Investment in the project consisted of \$10 for stationery, \$7 for stamps, \$13 for directories—a total of \$30.

This was a broadening and enlightening experience. The adjoining meadows appear more ideologically confusing and less financially lush than originally contemplated. I am still a counselor!



REPRODUCED FROM THE 1957 OCCUPATIONAL OUTLOOK HANDBOOK

OCCUPATIONAL CHOICE and Freud's Principle of Overdetermination

by JAMES DRASGOW

OCCUPATIONAL choice is one of the places where it is possible to pull counseling psychology and clinical psychology together for focus on a frequently frustrating issue.

The topic of choice has been extensively treated and perhaps occasionally even mistreated. In a recent article published on vocational choice, Meadow¹ levels the legitimate-looking criticism that the theories have been too atomistic since the tendency has been to take a single causal factor.

This has then led to either (a) an overlooking and neglecting of other possible factors or else (b) a direct attack on the importance of other theorists' factors. Both reactions reflect to some extent a rejection of reality.

Freud's Overdetermination

One of Freud's greatest contributions to the understanding of the causes of behavior was his insight that several factors may operate to produce a given condition. In other words, it was not the last straw that broke the camel's back but rather many operating together. This insight practically produced

modern therapeutic thinking where single straws have been replaced by bales and camels have given way to tractors.

To put this principle into an occupational choice theory would obviously mean that several factors may be responsible for any person's choice. This is miraculously more in keeping with our current practice of helping people make choices; don't we characteristically help our clients consider and reconsider many factors? May not the factors of family, socio-economics, aptitudes, interests, occupational outlets and so on all operate to influence choice? To look for a single cause for choice may lead to a grasping of only the last straw.

Empirical Evidence

Several thousand people over the past twenty years have been asked on a local Personnel Questionnaire to indicate their reason(s) for their choices. The questionnaire item permits the individual to indicate zero or more of several listed possibilities such as aptitudes, interests, job possibilities, and family factors. The item also contains the open-ended category "other" with an encouragement to state the other factor(s).

The several thousand people upon which the present report is based came from families whose socio-economic backgrounds have been listed in the usual manner

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¹Meadow, L., "Toward a Theory of Vocational Choice," *J. Counseling Psychol.*, 1955, 2, 108-112.

with D. O. T. numbers. The values ranged from 0-01 to 9-99 but formed a distribution which indicated mostly middle-class representation. Some of the people were parents, grandparents, widows or widowers; most of them were between young adulthood and late adolescence.

The occupational choices that they had made included almost every letter of the alphabet: accountant, biologist, chemist, dentist, engineer and so on. Some of the people were already in the occupation and either continuing on in it or else broadening out into other areas; most of the people were working on getting into their chosen occupation. They were all students at the University of Buffalo.

The important result is that practically 100% of them indicated more than one reason for having made their occupational choice. Freud's overdetermination principle would surely seem to be operating here. A selection of a single factor as *the* one that determined choice would be to point to one straw and say that *it* cracked the camel. The current finding indicates that even the "camels" realize it is not a "single straw situation."

This is to say then that we may not legitimately grind a single theoretical ax for choice. This is not because the theories are all wrong but rather because they may all be right when reconsidered collectively.

St. Louis Convention Set For March 31-April 3



CONVENTION CITY: This aerial view of the business district of St. Louis shows Kiel Auditorium (center foreground) where part of the APGA convention sessions will be held and, across the Memorial Plaza, the cluster of hotels (left center) which will house most of the convention activities.

Problems Discussed During The Counseling Interview

According to the Record

by WALTON GARNER

ASK any high school counselor and he can give you a list of ten or twelve problems which seem to turn up most often in the course of his work. Ask him to rank them in order of frequency and he might have some difficulty.

Several counselors¹ in Mississippi have been systematically identifying student problems by keeping a tabulation of all interviews with pupils over a two-year period. At the end of the first year, they admitted surprise at some of their own findings.

Some Surprises Noted

They expected "Selection of curriculum, involving choice of vocation" to lead the list, although they had not realized that over one-fourth of all interviews would come under this classification. Number two on this list dealt with requests for standardized tests or interpretation of test results. The third

most frequent problem, "Choice of career or other vocational planning," also ran higher than had been expected.

Some problems occurred less often than expected. When the counselors reviewed the small total of discussions dealing with "Marriage, courtship, etc.," they were surprised to find less than 0.5%. Other categories which ran lower than the counselors expected include "Conflict with teacher, administrator, other pupil, employer, or parents"; "Personal adjustment problems, social acceptance, popularity, etc."; and "School regulations, absences, etc."

Tabulations are Revealing

Professional guidance literature has much to say about problems of students and the problems which students bring to their counselors. Surprisingly little research has been done in actual tabulations of the interviews themselves.

This Mississippi study parallels very closely a study reported by Clifford Froehlich in *Studying Students*.² It was expected that the list would be closer to other studies on problems of youth.

Some of the counselors in this study had on other occasions used the SRA *Youth Inventory* and ex-

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¹W. M. BARRETT, Pascagoula High School, Pascagoula; H. L. Berryhill, Greenville High School, Greenville; Miss Mildred Coleman, Gulfport High School, Gulfport; Troy P. Hill, Jones County Agricultural High School, Ellisville; Mrs. Jacquelyn James, Starkville High School, Starkville; and Mrs. Dean Walters, Hattiesburg High School, Hattiesburg.

²Froehlich and Darley, *Studying Students*, p. 362. Chicago: Science Research Associates, 1952.

pected their students to come to them for counseling in certain areas in about the same proportion that they had checked on the Inventory. The correlation was quite high in such areas as "Looking Ahead" and "My School," but it seems that problems in such areas as "About Myself" and "Getting Along With Others" were quite different.

It is to be expected that a young person would come to a counselor for help in areas where he and his fellow classmates have received the most help in the past. Naturally, there were such differences among these six counselors; and it would be expected that any similar study would reflect to some extent a counselor's best areas of service. The philosophy of the school's guidance program would also influence the distribution.

It is generally conceded by the counselors represented in this study that they consider guidance services to be a part of the total school program. They feel that they should be primarily concerned with the more nearly average, normal pupil, and they do not hesitate to make referrals to other agencies when such action seems appropriate.

Checklist Developed Gradually

The interview checklist in this study was developed over a period of several months, and grew out of a smaller study conducted in cooperation with the Southern States Work Conference.³ First, ten counselors in the state were asked to record the main problem discussed in each counseling interview during a thirty-day period. When an attempt was made to combine these into useable statistics, it was obvious that some uniform structure

would be necessary. Categories were compiled and revised several times from the initial attempt until a shorter list was developed.

The second list was also used on a trial basis for thirty days, and was further refined in a conference with the pilot program counselors before it was incorporated into the monthly report form used by the six counselors in reimbursed programs. Even after this period of development, counselors often comment that almost every interview cuts across categorical lines. Sometimes it is not possible to narrow the discussion down to a single category, and the form permits write-ins.

The study serves to remind us that human problems do not develop in isolated compartments. It is impossible to talk with a pupil about his future occupation without also considering his financial status, his personality characteristics, his mental abilities, etc.

Problems Are Seasonal

It is interesting to note the problems discussed during different times of the year. Career planning runs rather steady throughout the year, with a noticeable increase in interest in January. On the other hand, a discussion of the selection of courses involving choice of vocation drops in mid-winter, but runs especially high at the beginning and end of school.

March, April, and May are the busiest counseling months in all categories, as well as in course selection. Request for interpretation of test results runs highest in October, although it holds rather steady all year. Interviews dealing with the possibility of dropping out of school demand more attention in January and February than in other

³ Southern States Work Conference, Daytona Beach, Florida, 1956.

STUDENT PROBLEMS DISCUSSED IN INTERVIEWS

by Mississippi Pilot Program Counselors
1955-57

Main Problem Discussed During Interview	Number of Interviews With Pupils			Total Inter- views Held	Per Cent of all Inter- views
	At Pupil's Re- quest	At Coun- selor's Re- quest	By Re- ferral		
1. Selection of courses or curriculum, involving choice of vocation	1412	3546	445	5403	27
2. Request for standardized tests or interpretation of test results	1580	737	434	2751	14 ¹ / ₂
3. Choice of career or other vocational planning	1384	412	430	2226	11 ¹ / ₂
4. Dropping a course, change of schedule, possibility of failure	1067	128	259	1454	7 ¹ / ₂
5. Selection of or admission to higher education	1284	68	56	1408	7 ¹ / ₂
6. Selection of courses; future type of work not discussed	546	418	54	1018	5 ¹ / ₂
7. Personal adjustment problems, social acceptance, popularity, etc.	659	137	56	852	4 ¹ / ₂
8. Part-time job	515	22	47	584	3
9. Conflict with teacher, administrator, other pupil, employer, or parents	389	79	68	536	3
10. Military service, draft, ROTC, reserve training, National Guard, etc.	434	18	37	489	2 ¹ / ₂
11. Extra-curricular activities	245	174	33	452	2 ¹ / ₂
12. Getting a job after leaving school	331	36	62	429	2
13. School regulations, absences, etc.	229	82	57	368	2
14. Quitting school or possibility of dropping	164	115	70	349	2
15. Transferring to another school	167	6	65	238	1
16. Marriage, courtship, etc.	85	4	2	91	¹ / ₂
Miscellaneous	415	172	61	648	3 ¹ / ₂
Total	10906	6154	2236	19,296	100

months. Students seek help on the selection and admission to higher education throughout the entire

spring semester, but are not particularly concerned in the fall.

Although in November the coun-

sels have generally fewer interviews, this is one of their busiest months in the areas of personal adjustment problems, military service, and conflict with teachers, other pupils, etc. It is generally believed that "in the spring a young man's fancy lightly turns . . .," but in Mississippi the season occurs earlier. Although this category is not a large one, pupils seek an adult ear in this area more in January and February.

Not only were the topics of the interview tabulated, but record was made concerning who initiated the interview. The majority of counseling sessions were held at the pupil's request, but in certain areas the counselor initiated a large number of interviews. While a small portion were considered as referrals from other faculty members or classmates, the largest number of conferences conducted at the counselor's request were in the two areas dealing with selection of courses.

These counselors find that it is useful (although not always possible) to call each student into the

office at least once during the school year for a short interview. At this time there is usually a routine check of the pupil's plans. This gives the pupil a chance to observe the type of occupational and educational publications available in the counselor's office and a chance to review important items on his cumulative record. Usually, there is a noticeable increase in the requests for future interviews as a result of this initial contact.

Results Are Encouraging

There is always the danger of reading too much into results of a study such as this. Nevertheless, it seems worth while, and suggests that further studies should be made.

The counselors in this study say that it does not particularly take more effort to record on this check sheet than it did previously just to tabulate the total number of interviews. It does take up more space on the Mississippi monthly report form than any other phase of the guidance program. Perhaps its chief value lies in this reminder that, of all the guidance services, counseling is the most important.

Toward a Philosophy of

Employment of the Handicapped

by ARTHUR BIERMAN

THE approach to the work we are engaged in cannot be totally constructive unless we make ourselves aware of the basic philosophy

underlying the employment of impaired persons.

We might ask: Why should we even endeavor to secure employment for such persons? Why give of ourselves the effort to retrain them? Why search for technical and mechanical devices to aid

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them? Why spend the money and time involved in what at times, for a given individual, seems a hopeless task? What concern is it of ours if Mr. A remains unemployed? What difference can it mean to Mr. A?

It is in the answer to the last question that we draw near to one of the fundamentals we are seeking. It is reasonably certain that if one of us were Mr. A, we would resent even the asking of such a question.

The basis of strength of our western democratic system lies in the worth of each individual as a matter of paramount concern. The state exists for the individual and not the reverse.

The person who does not participate in the normal routine of life, within his various limitations, feels within himself failure, frustration, and helplessness. He desires full-fledged acceptance as an active participating member of the community. This he cannot have if he is not employed.¹ But he cannot be employed without help from society. This help can come only from trained workers in rehabilitation, fully conscious of their goal.

This man has, in our society, a right to function at his maximum level of personal satisfaction and social usefulness so that the feelings of failure and frustration will be overcome. The help we give him is in essence a protection of his independence and of his worth as an individual.

When the cumulative efforts of rehabilitation result in job place-

ment, Mr. A will have his chance for some type of success experience and group acceptance. This is a crying need in our outer-directed society.²

Society is in one sense only an aggregate of individuals. The society is aided each time a succeeding Mr. A is helped to employment. Since here the whole is more than the sum of its parts, we must view the meaning to society of the return to, or beginning of, work of the handicapped.

Mr. A feels unwanted and insecure because members of his family, or society—in the terms of a public assistance agency—must help him. What do the members of his family feel? What are the feelings of the mass of taxpayers supporting public assistance? We have seen a growing difference in general attitude, consciousness, and willingness to support where there is hope of rehabilitation and not a dead end of continuing support for a lifetime.

Mr. A, now at work, is independent; is functioning at his greatest level of satisfaction and usefulness. He knows his employer regards him as profitable and not as a "cripple" whose employment is merely "charity." He has reached his goal (through, we hope, our help) of finding that job which he can do regardless of his disability. Finally, as Mr. A grows he can see that he is a full part of the community that produces the wealth and strength that is simultaneously the foundation and protection of our democratic society.

¹ Kenneth Hamilton, *Counseling the Handicapped in the Rehabilitation Process*. New York: The Ronald Press, 1956, pp. 9, 10.

² David Riesman, *The Lonely Crowd*. New York: Doubleday, 1953.

The colleges that excel in basketball are those that attract the highest type of youth.

Changing Times

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by JOHN P. McQUARY

IN James Michener's *Tales of the South Pacific*, one of the most humorous stories is entitled "Fo' Dolla." This is a serious paper about the expenditure of ninety cents. Its purpose is to illustrate to professional guidance workers a simple technique for selling to others the known fact that occupational information files can be established on small budgets.

It is somewhat awesome that a young person today must eventually choose a vocation from thousands of possible jobs. The *Dictionary of Occupational Titles* lists more than 22,000 and this figure rapidly grows in an age characterized by many new developments in such fields as electronics and atomic energy. Few choices that a person makes have more far-reaching implications than choice of a career since how and where one will live, whom one will work with, and whom one's friends will be are greatly influenced by how one earns a living.

Cost Is a Factor

Yet the task of making a wise vocational choice becomes more complex each generation. Because this is true, there is an intense necessity for providing adequate occupational information to every young person growing up in the United States today. The truth of

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the matter is, however, that schools do not always enhance his chances for securing adequate occupational information. This responsibility is frequently shirked because *someone* determines that an occupational information file costs too much money.

Without arguing the relative costs of adequate occupational information files and the undeterminable prices students pay who have had inadequate means for learning about vocational possibilities, it is admitted that good occupational information files *do* cost money. Yet, if some school systems wait until they have enough money to have a first-rate file, that day may not come and, in the meantime another generation of students has graduated or dropped out of school poorly prepared for a serious decision about a career. This often results in a sequence of events characterized by a trial and error job selection, followed by many job changes, disillusionment, and frustration. When this occurs, conservation of human resources as an aim of our educational process is a myth.

An Experiment Started

As a class project, thirteen graduate students at East Texas State College who were enrolled in an introductory course in guidance and student personnel services sought to obtain an estimate of the quantity of occupational literature

which might be available to teachers and counselors on a free basis. It was decided arbitrarily to write thirty letters. Discounting the cost of stationery, this involved the expenditure of ninety cents for stamps. Since lack of funds is the reason most often given for not providing adequate occupational information, the object of this class endeavor was to evaluate the validity of this excuse.

The Autumn 1956 issue of the *Vocational Guidance Quarterly*, Vol. 5, No. 1 and *Sources of Personnel and Guidance Information*, a pamphlet distributed by the Department of Student Personnel and Guidance, East Texas State College, were used as references for current free occupational literature. There is a wealth of free occupational materials in this country as well as those which can be obtained at a nominal cost. One of the best annotated bibliographies is Forrester's *Occupational Literature* (H. W. Wilson Co., New York: 1954). Choice of the thirty sources to be contacted by letter did not follow any set rules other than a plan to contribute the materials obtained through this project to one of the small high schools in the area surrounding the college.

Many Vocations Covered

Replies to the students' letters brought impressive results. Eighty-three different pamphlets, brochures, booklets and occupational briefs were obtained. Descriptions ranging from paragraphs to entire booklets covered fifty-two different vocational fields. These were:

Accountant	Librarian
Aeronautical engineer	Mechanical engineer
Airline stewardess	Medical secretary
Automobile designer	Naval aviator
	Naval chaplain

Business administration	Naval officer
Case aide	Optometrist
Case consultant	Physical education
Case supervisor	Physical therapist
Case worker	Physician
Chef	Practical nurse
Chemical engineer	Probation and parole officer
Chemist	Railway engineer
Civil engineer	Real estate man
Cook	Recreation
Dietician	Registered nurse
Electrical engineer	Restaurant management
Electronic engineer	Seaman
Executive director of social agency	Secretary
Field director	Social agency group leader
Foreign service	Social investigator
Forester	Social worker
Health education	Statistical analyst
Home demonstration agent	Teacher
Home economist	Traffic manager
Insurance man	Wave
Lawyer	

In addition, one pamphlet pointed up 174 different occupations in the railway industry while another listed 85 different careers in business. Another surveyed the approved home study courses in 151 subject matter areas.

Approved Schools Listed

The returns to this simple study brought 23 different accreditation or approved school lists. Included were:

Schools for airline stewardesses
 Schools for airframe mechanics
 Schools for powerplant mechanics
 Law schools
 Trade schools for restaurant workers
 College offerings in hotel and restaurant administration and institutional management
 Undergraduate and graduate school programs for social workers
 Home study schools

College offerings in railroad subjects
 Directory of business schools approved
 by the National Association and
 Council of Business Schools
 Schools of optometry
 Collegiate institutions offering under-
 graduate and graduate professional
 preparation in health education,
 physical education, and recreation
 Medical schools
 Schools for professional nursing
 Schools for physical therapists
 Schools for medical technologists
 Schools for x-ray technicians
 Schools for occupational therapists
 Schools for medical record librarians
 Schools in the South for forestry
 Directory of college courses in radio
 and television
 Directory of institutions granting de-
 grees in home economics

Only the Beginning

One of the desirable outcomes from the use of occupational information is the stimulation of further investigation of vocational pref-

erences. The materials obtained in this venture list 218 references to additional pamphlets and books and how these could be secured. In addition, mention was made of five free films which schools could utilize by paying mailing charges.

Information pertaining to scholarships available in four specific vocational fields was listed. One pamphlet referred the reader to a free volume devoted entirely to scholarships, fellowships, and loans.

There seems little doubt that the ninety cents was well spent. Although this study surveyed only a small portion of the future careers which might be considered by high school students, the quantity and variety of the materials received are good evidence that worthwhile occupational information can be provided to students at minimum costs.

Think of what \$5 would buy—or \$10.

FILED CAREER INFORMATION

by LOU UTTER



A QUICK career source reference system which enables the counselor to have information conveniently on hand is the Career Card System briefly referred to by H. L. Munson "At Your Fingertips, a File Full of Information," Spring 1955, *Vocational Guidance Quarterly*.

The physical aspect of the file system consists of several hundred 3" x 5" index cards, A-Z color card dividers and a card index file drawer or box.

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The system of filing consists of arranging the color divider cards alphabetically A-Z. Each white index card has the following heading:

Career Field	Date of Material	Where Filed
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The career cards are filed alphabetically. For example, under the A category are the following career fields: accounting; acting; administrative; advertising; aeronautical; agriculture; air conditioning; anthropology; apprenticeable; archeology; architectural; armed forces; art; astronomy; atomical; auctioneering; audio-visual careers; audi-

tors; authors; automobile careers; etc.

The white index cards are filled out by the counselor, as career materials and source information cross his desk, in relation to types of materials, dates of materials and where the materials are filed. Some

materials are related to scholarship information, occupational monographs, career materials, lists of approved schools, etc. Materials which the counselor might receive on various types of careers would be recorded as illustrated below:

<i>Card No. 1</i>	<i>Sept.</i>	
<i>Accounting</i>	<i>1957</i>	<i>Catalog Shelf</i>

List of Schools where accounting is offered, location of schools, years of training and degrees offered, catalogs and directories.

<i>Card No. 2</i>	<i>Aug.</i>	
<i>Accounting</i>	<i>1957</i>	<i>Professional File</i>

Scholarship meetings and conferences

<i>Card No. 3</i>	<i>June</i>	
<i>Accounting</i>	<i>1956</i>	<i>D.O.T. File</i>

Names and addresses of the organizations concerned with the practices and ethics of the profession, lists of materials available

<i>Card No. 4</i>	<i>Sept.</i>	
<i>Accounting</i>	<i>1957</i>	<i>D.O.T. File</i>

Career monographs, distribution source, free or inexpensive

<i>Card No. 5</i>	<i>October 1957</i>	<i>Vocational File</i>
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Publications and information on the automobile industry.

This system has been in use for six years and has proven to be a quick reference source. The system is a systematic way of further

filing of materials and it so serves as a record. It takes some time to record the information initially but later on it yields saving dividends for the counselor.

New Bi-Monthly Guidance Service Established

Your Future Occupation, a national bi-monthly publication on career guidance for high school students, is well into its first full year of publication. Max F. Baer, former NVGA president, is chief editor, with a board of advisors including Margaret E. Bennett, Mitchell Dreese, Clarence W. Failor, Gertrude Forrester, Clifford Froehlich, and Edward C. Roeber.

The 4-8 page publication, published by the Randall Publishing Company, 2970 Mills Avenue, N.E., in Washington, D. C., contains information on job opportunities, training, scholarships, and career guidance. A single subscription for 20 issues is \$12 per year, with large quantity subscriptions as low as 6¢ per copy.

The COUNSELOR'S CALENDAR

DEPARTMENT OF GUIDANCE
COUNSELOR

SCHOOL _____

Quarterly Report

TO _____

I am pleased to submit the following report of activities for the period ending _____

A. NUMBER OF PUPILS COUNSELED

1. Educational program planning	_____
2. Treatment planning	_____
3. Change of schedule	_____
4. Educational deficiencies	_____
5. How to study	_____
6. Orientation - New students	_____
7. Social adjustment	_____
8. Personal problems	_____
9. Social problems	_____
10. Other	_____
TOTAL	_____

B. OTHER ACTIVITIES

1. Pupil's record	_____
2. Telephone calls	_____
3. Writing attention notes	_____
4. Correspondence	_____
5. Visits to colleges and industries	_____
6. Pupil's personal guidance material	_____
7. Pupil's share guidance files	_____
8. Other	_____
TOTAL	_____

C. SCHOOL CONFERENCES

1. Case conferences	_____
2. Other staff personnel sessions	_____
3. Teachers	_____
4. Student agencies	_____
5. Administration	_____
6. Visitors	_____
7. Parents	_____
8. Pupils	_____
9. Staff conferences	_____
10. Other	_____
TOTAL	_____

D. HOURS DEVOTED TO ACTIVITIES

1. Guidance program planning	_____
2. Writing guidance material	_____
3. Maintenance of cumulative records	_____
4. Research	_____
5. Out-of-school conferences	_____
6. Other	_____
TOTAL	_____

DATE _____

Counselor's Calendar

CONSIDER _____

SEPTEMBER 1952

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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OCTOBER 1952

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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NOVEMBER 1952

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DECEMBER 1952

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JANUARY 1953

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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FEBRUARY 1953

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February 1953

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April 1953

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Briefing ★ ★ ★ ★ ★ the JOURNALS

by CLARENCE W. FAILOR and EMORY JONES WESLEY

VANCE PACKARD, "You Can Afford to Send Your Child to College," *The School Bell* (September, 1947), pp. 9-12.

College education is within the reach of children of families with incomes from \$4000 to \$7000 a year. The typical range of yearly college expenses is from about \$1250 at a state university to \$2375 at a private women's college. The national average is about \$1600.

There are four chief sources of money for college besides parental income. (1) part-time work during the school year; (2) summer jobs; (3) scholarships; (4) loans.

Most colleges prefer that their male students work—it's educational. On the average such a student makes \$450 annually. Many colleges help locate summer work and many students earn as much as \$400 during a summer. Scholarships average \$250 to \$500 a year and at least 20,000 scholarships are not granted each year for want of qualified applicants. And the average college has twice as much money in its student loan fund as is applied for.

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HENRY J. DUPONT, "Emotional Maladjustment and Special Education," *Exceptional Children*, 24 (September, 1957), pp. 10-15.

The problem of "mental" health is a very serious one in our country; it was recently called our greatest problem by Dr. Jonas Salk. It is strange that we have in recent years spent so much in money and effort on the intellectual and social development of

our children and so little on aiding their emotional maturity.

The school is a good setting in which to observe the status of emotional adjustment. Much more than is known must be learned about the causes of emotional maladjustments before we shall be able to prevent such maladjustment, but we are far enough advanced to be able to detect incipient cases and often to help adjustment.

In 1955 a study was made to discover something of the status of care for maladjustment of personality among school children in the various states. Only fourteen states reported a system for screening such problems. Fifteen states reported a special class approach to treatment. On the whole, treatment of the emotionally disturbed was a haphazard affair. One of the big problems seems to be the lack of public acceptance of the emotionally abnormal child as a serious problem.

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"Where to Get Help on Careers," *Changing Times*, 11 (October, 1957), pp. 15-17.

Summaries of three case studies are given to illustrate three ways of career selection. One youth gave little serious thought to job selection. Another became a physician at the insistence of his father who was a physician. A third carefully investigated job areas with the assistance of experts and appraised his own capacities before making a career decision.

Sources of career help which are cited include school counselors, books and pamphlets from libraries, government publications, professional and

trade associations, colleges, and industries.

* * *

MARVIN C. DUBBE, "What Young People Can't Talk Over with Their Parents," *National Parent-Teacher*, 52 (October, 1957), pp. 18-20.

Sex and petting are the most difficult topics. For girls marriage was no easier with their mothers than sex. Eighty per cent of the boys hesitated to discuss sex with fathers and eighty-five per cent with their mothers. The per cent for the girls with their mothers was 64; with their fathers 90.

Other topics ranking high on the difficulty list were such "misbehavior topics" as disobedience, discourtesy, acts of destruction, and lies. Girls found it easier to talk to father about such things than to their mothers. Health habits were moderately difficult topics for girls but more than moderately difficult for boys.

Failures and defeats bothered boys more than girls. Engagement was a very difficult topic for girls. Beliefs and smoking and drinking were average in difficulty.

The key to the problems indicated here is the maintenance and repair of communications between parents and children. When communications have broken down badly, since the parent is assumed to "be wiser, more experienced, and more mature" he is expected to take the first step toward restoration. There are several hints that can help parents along this line.

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JOHN E. OWEN, "The Teacher and Occupational Counseling," *Education*, 78 (September, 1957), pp. 55-58.

"Two million young Americans are confronted every year with the occasion to decide what their future careers will be. Many of them have vague notions regarding their capacities and talents and how they can best be used."

In counseling a young person occupationwise, it should be remembered that it is best that the final decision be that of the boy or girl. The counselor should utilize the parents' knowledge of the youth. He should not overlook the many new occupations that have developed in the past few years. He should avoid the error that the young persons are especially "intended" or "cut out" for specific jobs and he should be prepared to counteract the common prejudice against manual jobs as contrasted to "white-collar" positions. A well balanced program of testing can be a good tool for the analysis of the youth's interests and abilities.

On-the-job experience is one of the very best bases for occupational counseling. Summer work experience may be used to help decide between indoor and outdoor work, between routine and more demanding work, between a job involving lots of people and one dealing largely with things.

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JOHN I. SAKS, "Labor Implications of Peaceful Uses of Atomic Energy," *Monthly Labor Review*, 80 (August, 1957), pp. 921-931.

Immediate effects of the peaceful uses of atomic energy are seen as rather minor. The main areas of nuclear applications are in "(1) atomic power; (2) atomic propulsion; (3) radiation involving (a) isotopes in industry, agriculture, and medicine, (b) food preservation, and medicine and (3) plastics; and (4) space and process heating." These applications are still in the experimental phase and are very expensive in relation to their current economic sale value.

However, with something over 150,000 people already in the workforce of the atomic industry, the personnel problems of that industry are taking form. The radiation safety program is being continuously improved as the effects of radiation exposure become better known. The principal manpower problem at present is the shortage of engineers and other scientists needed particularly in both pure and

applied atomic research and development. So far organized labor in the atomic industry has been limited by security necessities and government, rather than private operation. But there have been glimpses of the probable role of collective bargaining and the types of interunion jurisdictional problems that will emerge.

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GAIL F. FARWELL and HERMAN J. PETERS, "Social-Personal Concerns: Guidance Implications," *Understanding the Child*, 26 (October, 1957), pp. 100-112.

The social-personal phase of the information service in the guidance program is the least well developed information service. This is because of its complexity and because of the attitude of part of the public that personal-social affairs lie outside the province of the school.

The development of a well rounded guidance program necessitates the inclusion of aid in an area as vital as the social-personal. Positive leadership must be asserted here if the school is to follow modern educational philosophy and deal with the whole individual as a whole. Familial problems, peer relationships, physical changes and other such problems, being basic, must be dealt with by the competent counselor.

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FRANCES MARTIN, "Mobility," *Childhood Education*, 34 (September, 1957), pp. 25-28.

One of the increasingly important problems in today's schools is the increasing mobility of pupils. "A nursery man who knows that his trees are to be transplanted will move them at certain intervals while they are still small so they can develop balls of roots. He will know how to protect the tap roots, how to provide for essential needs during each move, how to strengthen and protect the plant as it makes adjustments to the new location. We must study the same problems for our children in this mobile age."

Children need to know how to leave old friends. Children must not be deprived of their natural curiosity by much moving about and their consequent struggle to hold on to security. The basic human need to feel useful and respected takes carefully planned development in the highly mobile children of many families. Thus new responsibilities are being added to the teacher's guidance functions and to those of an adequate guidance program.

"When a new child comes to the classroom, the entire group can have an experience in finding out this child's special needs and planning ways to draw him into their circle. The greater the deviation of the mobile child from the group, the greater the challenge to the group. Children who are different in language or in race or who have some distinctive characteristics or physical handicap can be resources to a group in developing sensitivity and understanding and respect for differences."

* * *

E. G. WILLIAMSON, "The Dean of Students as Educator," *The Educational Record*, 38 (July, 1957), pp. 230-240.

"Without abandoning any of the functions and services presently performed, the staff of the dean of students should continually appraise each service function and seek to perform it in such a way as to increase the likelihood that some educational gain will follow for students."

At the University of Minnesota, three examples will illustrate situations in which the work of the dean of students has passed beyond the administrative and disciplinary into the educative. The first is related to student participation in university affairs. This participation has moved into specified university affairs as opposed to student matters. This includes the work of the university Senate. The second situation involves learning to resolve social conflicts. An exemplification of this area was the problem of admission to sorority and

fraternity groups on a more ideologically democratic basis. A third type of situation concerned the use of non-university speakers by student organizations. This is a knotty problem which has not been solved but on whose study important educative values have been and are being realized.

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ESTHER R. LAPP, "A Study of the Social Adjustment of Slow-Learning Children Who Were Assigned Part-Time to Regular Classes," *American Journal of Mental Deficiency*, 62 (September, 1957), pp. 254-262.

This is a study of 13 of 16 children in a class of slow-learners in Garfield Heights, Ohio. The IQ's of the subjects were measured as ranging from 55 to 92. The 13 children were placed part-time with regular classes. Through sociometric procedures their acceptance and rejection scores were obtained in both their special class and in their part-time classes. In regular classes they were below average in acceptance and about normal in rejection. They seemed to be tolerated rather than rejected by normal pupils. Individuals were more markedly accepted or rejected in the special class than in the regular classes.

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HARRY A. GRACE, "Personality Factors and College Attrition," *Peabody Journal of Education*, 35 (July, 1957), pp. 36-40.

The personality factors of independence, responsibility, and anxiety are related to the drop-out rate in college. Since this is so and these factors can to a degree be assessed quantitatively, the question is posed as to the use of such measurements in the admissions policies of colleges. Nonacceptance of applicants who rate low in these personality characteristics might save valuable teaching resources as well as the manpower of the students destined to be dropouts.

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CARSTEN AHRENS, "What Students Think About Homework," *NEA Journal*, 46 (September, 1957), pp. 373-374.

Students are not opposed to homework per se. "I like homework if there isn't too much of it." "I don't think we should have homework just to keep us busy." These are typical reactions of pupils from the sixth grade through the postgraduate years of high school.

Teachers should get together on homework policy. Such work is necessary for a variety of reasons, but it should be coordinated and not concentrated on some nights and skipped entirely on other occasions. Homework should be related to schoolwork. Pupils object to such work as outlining textbooks when they do not understand how it will profit them. They sometimes think that "Because of the laziness of a few persons, everyone has to do this silly busy work!"

Homework as punishment is wholeheartedly condemned and many pupils report having experienced such punishment. They can readily identify work given for such a purpose even though the teacher does not definitely announce it as such. Such work is logically considered as detrimental to good educational ends.

In the same issue of the *Journal* are other articles telling of parental reactions to homework, its public relations implications, and homework policies followed in a number of specific school systems.

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JOHN A. NIETZ, "More Students Taking Science and Mathematics," *School Science and Mathematics*, 57 (October, 1957), pp. 512-514.

The popular idea that fewer pupils in high school are taking science and mathematics than were doing so a half century ago is grossly erroneous and is based on a fallacious use of statistics. The incorrect idea is based on percentages taken from reports of

the Office of Education. The percentages are of the number of pupils in high school in 1899 and 1949, not on percentages of boys and girls of high school age.

The truth is that in 1949 more than twice as many were taking physics; "three and a half times as many, algebra and geometry; five times as many, biology; and eight times as many, chemistry."

A more recent study, 1954, by the Office of Education shows an even greater increase in numbers taking sciences.

* * *

DONALD KLEIN, "Rx for Mental Health," *The School Executive*, 77 (September, 1957), pp. 80-82.

The Human Relations Service of Wellesley, Massachusetts, was founded in 1948 "as a research and pilot project to work with individual citizens and community groups in carrying out programs of service and study in the prevention of emotional illness and the cultivation of good mental health in the community as a whole."

One of the key agencies of its work have been the schools. School people are accepted as colleagues and in no sense as subordinate. Attitudes of pride, fear, and skepticism are central in the work to build better emotional health.

* * *

MAX F. BAER, "Our Responsibility for Receptive Children Among Erring Adults," *Phi Delta Kappan*, 39 (October, 1957), pp. 223-27.

We are unwilling to accept for ourselves as adults the same standards of values that we wish to develop in our children. This leads us to try to operate a double standard "naively assuming that we can raise moral children in an immoral or amoral environment. We delude ourselves into thinking that we can train young people to be spiritually-minded, altruistic, and sound in character at the

same time that our own lives exemplify materialism, selfishness, and unethical behavior." There are many examples from modern life that illustrate adult crassness.

Consider, for instance:

"The American public spends four times as much on comic books as all our public libraries spend on book acquisitions."

"... confided that he had been rebuffed by Congress when he asked for an appropriation of \$50,000 to undertake a study of migratory children. Not long afterward, Congress voted a much larger sum for the study of migratory birds."

"When he was chief of staff, General Eisenhower declared that 'to neglect our school system would be more disastrous to all our freedoms than the most formidable armed assault.'"

* * *

M. C. S. NOBLE, JR., "Basic Data on I.Q. and Achievement Tests," *The American School Board Journal* (September, 1957), pp. 39-41.

Dr. Noble indicates the extent to which intelligence tests and achievement tests are used nationwide. Having indicated the growing importance of these tests in the guidance and educational program of the schools, he then discusses the definition and significance of the IQ. The real meat of his article lies in the sections on the uses to be made of such test scores and the precautions to be used in making use of the scores. He proceeds to sum up recent developments in understanding the meaning of "intelligence."

The part on "Standardized Achievement Tests" begins with some statistics as to the general widespread use of this type of tests. Following sections on the definition and types of tests, including the subject matter generally tested, Dr. Noble sums up the uses for which these tests are designed. Special attention is called to the need for pre-planning the evaluation program, not waiting until the

testing program has been carried out, but having a blue print of the desired results outlined before the testing program is started. This part, as well as the first part on IQ testing, is well written, concise, and packs a lot of information and material in a few pages.

HENRY WEITZ, "Minimum Essentials for a Testing Program," *The American School Board Journal* (September, 1957), pp. 41-43.

The three essential elements which Dr. Weitz conceives to be essential for a testing program in a school system are: the determination of the purposes of testing, the training of the faculty, and the orientation of the community. The determination of the purposes of the program is to be carried out chiefly by the staff members who will be responsible for the successful carrying out and implementing of the testing program. Dr. Weitz points out the dangers inherent in allowing the administrative officials or an "expert" fix the purposes of the program.

The training of the staff in administering and using the testing material must not be a hit-or-miss proposition, but a definite long-range plan must be laid out. Teachers having graduate study during their training often have been "exposed" to testing materials and theoretical planning for testing programs. This theoretical knowledge must be implemented by an adequate in-service training program designed to fit the needs of the school system in which the program of testing will be carried out. The community must not only be acquainted with the purposes of the testing program but it must also be informed as to the time and expense involved. Only with these three basic minimum essentials understood and accepted by the staff of the school system and the community can a successful program be carried out that will have lasting results.

GEORGE W. WHEELING, "The Marginal Employee: To Fire or Not to Fire?" *Personnel*, 34 (September-October, 1957), pp. 51-53.

In general, fire! "In the long run, it seldom pays to hang on to an employee who doesn't quite make the grade." In spite of this, at present most marginal employees in most large companies are retained. Any one of a half dozen reasons such as "People are hard to get. We might do worse." is given for such retention. There are probably other unspoken reasons which the boss may admit only to himself such as "I hired him. It will be a reflection on my judgment if I fire him."

There are logical answers for almost all the reasons given for the retention of the unsatisfactory worker.

and these also . . .

"Theories of Vocational Choice and the Emotionally Disturbed Client," "Patterns of Mechanical Background and Aptitude," and "A Procedure of Applying Knowledge of Results to the Predictions of Vocational Counselors" in *Autumn Educational and Psychological Measurement* . . . "Guidance and Counseling," special issue of *Review of Educational Research* . . . "The Scope and Function of Vocational Guidance" by Lewis E. Walton and "Current Problems in Vocational Guidance" by Clarence W. Faylor in *May Educational Outlook* . . . "How to Reduce the Shortage of Engineers and Scientists" in *September-October Personnel Administration* . . . "Follow-Up Studies in Men's Junior Colleges" in *September Junior College Journal* . . . "Social Anthropology and the Educational System" and "Economics and the Educational System" in *Autumn School Review* . . . "Why Interest Testing?" in *September Clearing House* . . . "We Staged a Career Festival" in *August School Executive*.

INTEREST PROFILES

of University Women

by ELMER D. MITCHELL

INTEREST profiles may soon be the key to better vocational planning for university women.

A 25-year study¹ of the interests of 8,946 women students at the University of Michigan is helping bring this about. To date, profiles have been constructed for 17 major fields of university study.

Seventeen Profiles Developed

The number of occupational fields studied for women is somewhat larger than that for men for the reason that Nursing, Dental Hygiene, Library Science, and Social work were added. In these fields, sufficient totals of women students were available from which to form Interest Profiles and draw conclusions.

It must be kept in mind that this study is confined to the students entering the University of Michigan and to the professional courses that are offered at that university. This will explain why certain important fields, such as Home Economics, are not covered in these findings.

ELMER D. MITCHELL is Professor of Physical Education at the University of Michigan.

¹"Interest Profiles of University Students" in the Spring, 1957, issue of *The Vocational Guidance Quarterly* by Dr. Mitchell describes the study of interests of 25,000 men and women students, from which the interest profiles of women were developed.

On the whole—for all groups—the women's recreational participation is higher in social activities such as dancing, movies, cards, and picnics and parties. They are less interested in sports, although this interest is growing in the corecreational sports of swimming, tennis, bowling, golf, badminton, and table tennis.

The men show a greater flair for team sports, for hunting and fishing, for joining organizations, and for experimental hobbies. Women are inclined to pursue cultural activities of a literary, artistic, musical, and dramatic nature.

Comparatively, in school subjects, men show a considerably greater interest in the sciences—mathematics, physics, and chemistry—and in shop work, and slightly more interest in economics and civics. The women, on their part, display a stronger interest in English, history, and foreign languages; and, as would be expected, in the more feminine courses in home planning, food, clothing, and the making of gifts.

Group Profiles Related

When we turn to the different vocational groups separately we find a considerable likeness of the women's interest profile to that of the boys as described in the previous article on men's interests.

For example, the *Liberal Arts* profile for women is almost a duplication of the one for men. The

profile is a neutral one—one that approximates the average in most respects. There is little application to any vocational objectives and, for the most part, the student is browsing around the curriculum. This lack of seriousness is even more evident with the young women than with the men perhaps for the reason that many of the girls expect to be homemakers and look upon college from the standpoint of receiving a cultural education that will help them to be more effective in family and community life.

The women *Business Administration* students show their main academic interests in social studies, mathematics, and commercial subjects. They are active on the school paper and keep in contact with current affairs. They like social activities, club work, and holding school offices, paralleling the men students in these respects. Their early interest in mathematics may be explained by the fact that business offers many opportunities for women in the areas of bookkeeping, auditing, accounting, and insurance.

The women *Law* students profile closely resembles that of men. In practically every respect they enjoy the expressive arts, and give freely of their time to writing, school publications, debating, and committee work. They are definitely career minded, however, and this is evidenced in the fact that they have fewer informal social interests than do the men students.

The women *Journalists* resemble the men's pattern very strongly in those interests that have a direct bearing upon their intended profession, such as English, reading, school paper, debating, and dramatics. However, in comparison with the men students, one difference in their respective personali-

ties stands out noticeably. In the former article it was pointed out that many of the men Journalists find their satisfactions vicariously, sharing the experiences of the people about whom they write. Not so with the woman Journalist! Her interests are those that go with an aggressive personality. She is active in sports, and she shows the traits of self-confidence that will be needed later in this type of highly competitive work.

Women in *Medicine* show an exact duplication of the interest profile of men medical students. There is the same strong interest in mathematics, and, in particular, in the laboratory sciences. In recreations there is the same approximation to the norm, with interests that are not highly organized, so that they can be pursued as one has the time and as one pleases. The woman medical student is serious about her career and engages but little in social life that might distract from her professional studies.

The *Dental Hygienists* comprise a group of women students who plan to be receptionists and assistants in Dental offices. In school subjects their interest in chemistry is a marked one. They have well-rounded interests, with their major likings those of a social nature. Even in sports, the more leisurely and social type (golf, bowling, swimming, and riding) are popular with them. An interesting observation here is the slight interest evidenced in travel, as compared with Teachers and Librarians.

The profiles of women *Engineers*—there really are such persons—are almost an exact duplication of the men's profile. They like the same school subjects—mathematics, physics, and chemistry—and most of the same recreations. They devote themselves assiduously to favored

recreations and have little time to devote to social affairs or parties. They are outdoor minded, showing a stronger than usual interest in hiking, boating, hunting, camping, motoring, and riding.

The next group, the women *Architects*, find an appeal in all cultural activities. They are very similar to the men Architect students in their likes and dislikes. Although a strong likeness exists, the women's interests are more varied and more of a participating nature.

The woman *Education* student is a rather active person, liking English, history, and languages, in the main, and enjoying leisurely forms of sport, outings and picnics. She participates in many things but not to a great degree in any one. This is partially explained by the fact that the interests of the teaching group tend to become neutralized, since members in the various special fields are all included in the total group.

In *Physical Education*, the women students show the same absorbing interest in sports as do the men, and even engage in a larger number of them. This occasions no surprise. The showing is explained by the fact that the boys, engaging in interscholastic athletics as they do, have to spend more time in specializing in the major team sports. Because the women do not customarily have interschool competition, they are more free to engage in a larger and more representative list of sports. The academic subject interests tend to lean to the social studies. The girls' liking for chemistry is at variance with that of the men students, but this ultimately is helpful, since many women physical educators will teach health work and possibly go into Physical Therapy. The group interest in dancing is allied to a

higher than average interest in music. The outdoor and camping interests are strong. On the whole the woman physical educator is a social person with strong leadership qualities.

Young women planning to study *Nursing* have many interests of the medical profession, particularly in their preference for the science subjects. They are, however, more active in social affairs and in social service work than is the medical student who, even in high school, must concentrate heavily upon pre-vocational courses of study. The future nurse is, in fact, an active person in many varied activities apart from her work, as shown by her strong interest in sports, music, and social events. As with the Dental Hygienist, travel is not so important.

It is not surprising that the women *Pharmacists* should—even in high school—show the same strong interest in chemistry that is displayed by the men Pharmacy students. Also, there is the same interest in golf and in attending athletic events as a spectator. Similarly, as with the men students, there is a weak vote for the informal social recreations.

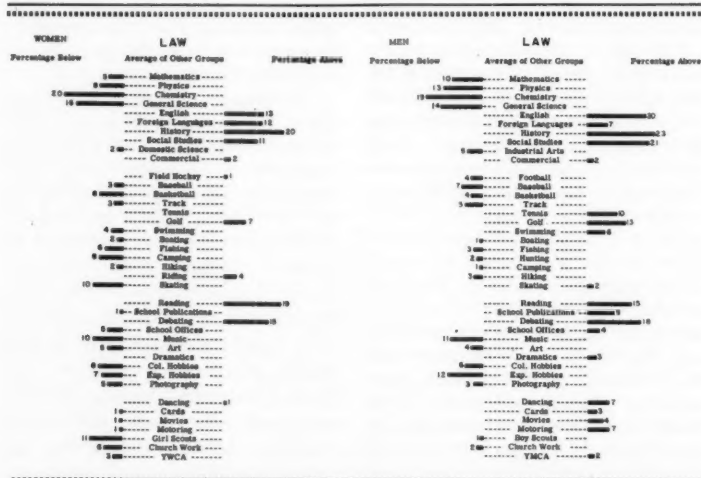
The woman *Scientist* has a profile so like that of men preparing for research work that little additional comment is necessary. In both groups the academic subject likings are the same, with a particularly strong showing for mathematics, physics, chemistry, and biology. So, too, are the hobby interests and the interests in youth organizations (Girl Scouts, Camp Fire Girls, Boy Scouts, etc.) which promote programs featuring hiking, fishing, campcraft, nature lore, and various scientific hobbies, such as astronomy, geology, and meteorology.

The profile for women *Music* students is a striking one. Even more so than with the boys, the girls' interests are limited almost exclusively to music and church work. Although it is somewhat early as yet in their educational experience to detect an interest in other creative arts, a separate study of upper-class college students shows that an increasing interest has developed in the fields of dramatic expression, English literature, and in foreign languages by the time they reach the upperclass years.

The *Librarian* has an interest profile which represents a definite indoor environment and one which is often remote from social contacts. Above all else the Librarian likes reading. In subjects, there is a liking for English and social studies. In indoor recreations the activity is the mental one of card playing. There is no opportunity to compare the men and women students in their field, because the number of men is not sufficiently large to warrant a separate profile.

The profile of the college-trained *Secretary* is offered with some hesitancy because the number of individuals studied in this vocational choice was relatively small. Nevertheless, there is a liking both for mathematics and for history—a combination not often found. The commercial subjects also rank high in vote preference with this group. If there is any one feature of the Secretary's interest profile that stands out boldly it is the liking for social activity that can be carried on corecreationally; tennis, golf, swimming, and skating in sports; dancing, movies, motoring, and photography in less active recreations.

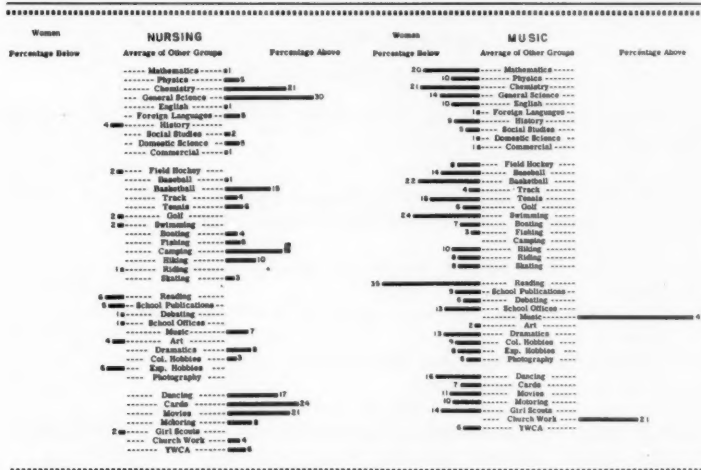
The last profile included in this study is that of entering college women students in *Social Work*. As this is a new field of study at the University of Michigan, the number of students studied so far is small. On the little evidence that is available there is a strong interest in English, in social studies, in chemistry, and the general sciences



that deal with nutrition and health in general. There is another strong interest in debating and holding school offices, where the persuasive element is prominent. As would be expected, the interest in youth agencies is high as is interest in the type of activities promoted by these agencies in swimming, life saving, Red Cross, boating, biking, and camping.

able so that each student will, with faculty guidance, be able to compare her individual profile with those of the different vocational groups to see which ones she most closely resembles.

The findings obtained in this long-time study argue in themselves for a wide secondary school curriculum if the schools are to exercise responsibility in helping stu-



Illustrative Profiles Shown

Some interest profiles have been included graphically to show comparisons of certain groups with other groups. Also, a graph has been given to show how closely the interests of boys and girls in one selected group approximate each other.

Interest Studies Continue

Further studies in this long-range project are going forward. Eventually, when sufficient evidence warrants, a comparative Likeness Scale of percentages will be avail-

dents choose wisely their life work and the college curriculum preparing for it.

An enriched curriculum—and a diversified one—provides for individual differences in *interests* as well as *abilities*. It allows boys and girls the variety of courses and extracurricular activities that they need if they are to find the vocation in which they will have the most success and enjoyment.

Continued study of the interests students have developed before entering college—such as described in this article—may some day lead more people to become *what they really want to become* vocationally.

CAREER QUIZ

by ROBERT WALKER

The following career quiz was used as a prelude to a talk to a local service club by a director of guidance.

It illustrates everyone's personal involvement in vocational adjustment and provides a transition to an explanation of guidance needs and services.

AKRON KIWANIS CLUB

Vocational Guidance Committee

Answer the following questions about yourself—as fairly as you can.
(You won't be graded, so relax!)

- | | Yes | ? | No |
|--|-----|---|-------|
| 1. Would you describe yourself as being happy on your job? | — | — | — |
| 2. Do you frequently find yourself wishing you were in some other line of work? | — | — | — |
| 3. If you had it to do over would you select the same occupation? | — | — | — |
| 4. Would you advise your own son to go into your occupation? | — | — | — |
| 5. Did luck and circumstance have a major influence on your selection of an occupation? | — | — | — |
| 6. Did you select your occupation on the basis of careful study and lengthy consideration? | — | — | — |
| 7. How many different full-time occupations were you in before you settled on your present one? | | | _____ |
| 8. What <i>person</i> was the <i>single</i> most influential individual in helping you select an occupation (if no one, say so)? | | | _____ |
| 9. Who selected your vocation for you (if it was yourself, say so)? | | | _____ |
| 10. Who is selecting your child's vocation for him? | | | _____ |
| 11. About how many different occupations do you estimate there are in this country? | | | _____ |
| 12. Do you know what Kiwanis clubs are doing to assist America's youth in hunting and finding the RIGHT vocation? | | | _____ |

This quiz was given to about 150 club members who checked it prior to a talk on vocation guidance. Invited to complete the form and leave it for tabulation, 37 members did. They represent men who are almost all professional, business, or managerial workers, at least reasonably successful in their fields.

ROBERT WALKER is Director of Child Study and Guidance for the Akron Public Schools, Akron, Ohio.

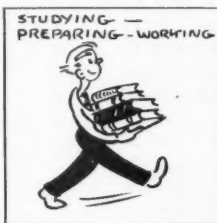
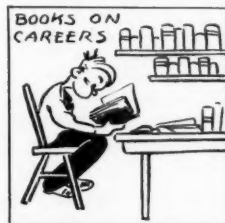
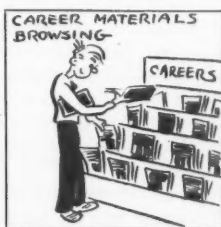
Results, though not definitive, prove interesting. They are summarized below:

Question	% Yes	% ?	% No
1.	84	5	3
2.	24	3	73
3.	73	19	8
4.	68	16	16
5.	62	11	27
6.	41	3	56
7.	Range, 0-5		
8.	Father		
	Other Relative		
	Friend		
	Self		
	"No One"		
9.	Self	81%	Don't Know
	"No One"	11	Father
10.	Self	77%	"Me"
	"No One"	8	Child with help
11.	Range 400-1,000,000		Median 10,000
12.	Yes . . . 32%	No . . . 41%	Somewhat . . . 27%

Unfortunately, one of the first things your kids learn at school is that the other kids get an allowance.

Changing Times

COUNSELING (Information-Centered) by UTTER



2,000 MILES

of Aptitude Measurement

by H. GLENN LUDLOW

MEASUREMENT of Aptitudes, long a standard course in the guidance sequence at the University of Michigan, went on a 2,000 mile tour last year.

Actually it was a series of full-week trips which took nine regular School of Education professors on a 1350 mile trek around Michigan's expansive Upper Peninsula during the fall semester and on a 650 mile jaunt around the upper part of the Lower Peninsula in the spring.

Nearly 350 teachers, counselors, and others in 12 widely separated cities were enrolled in the course carrying two hours of graduate credit.

Each year more than 200 courses in Education are offered on an off-campus basis through the University of Michigan Extension Service. Since most of these courses are given in the University's established graduate study centers, two large areas of the State tend to be neglected. These areas are the Upper Peninsula and the upper part of the Lower Peninsula.

Since 1935, the School of Education has offered a Field Course in Education to serve educators and certain other groups in these distant regions.

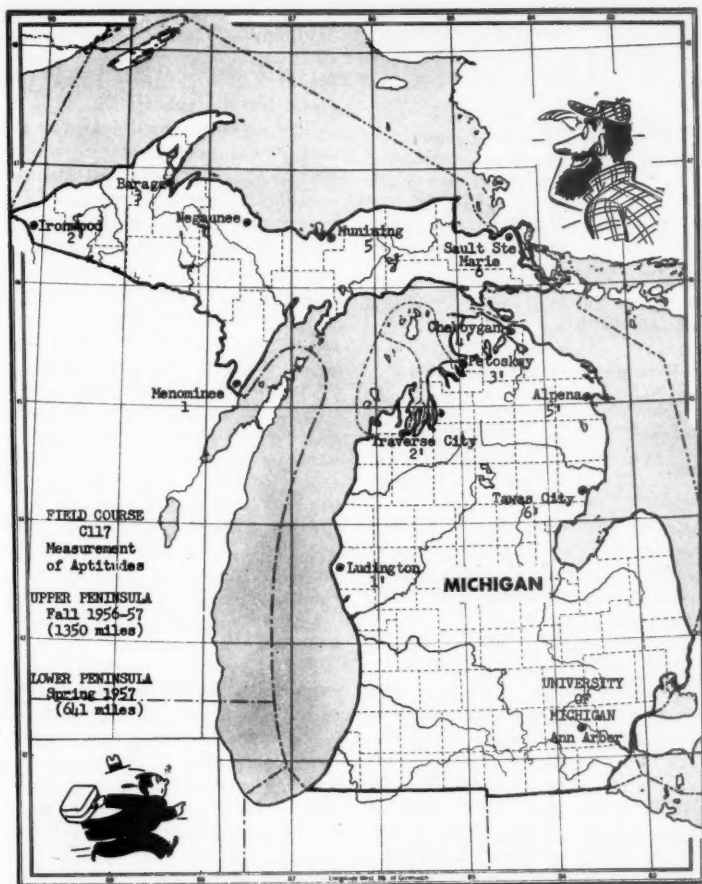
H. GLENN LUDLOW is Director of the Bureau of Appointments and Associate Professor of Education, University of Michigan.

Briefly, the field course technique involves the selection of a regular campus course, the appointment of a coordinator, and the involvement of nine or ten faculty members who find it possible to be away from the campus for a week. Each of these participants spends one week, covering several hundred miles, and meeting five or six classes for three-hour periods in different communities.

Last Fall, the author coordinated such a Field Course, namely, Education C-117, Measurement of Aptitudes. This course is one of the requirements for candidates for the Master's Degree in counseling and guidance and is elected by many other graduate students.

The purpose of the field course was fourfold:

- 1) To acquaint teachers, administrators and personnel workers in business and industry with the values and limitations of aptitude and related tests.
- 2) To provide information about the three major functions of testing programs; namely, classroom, guidance and administrative functions.
- 3) To consider desirable practices in the selection, administration, scoring and interpretation of psychological tests.
- 4) To focus the attention of school personnel on the rela-



tion of standardized tests to the entire evaluation program and the maintenance of cumulative records.

Lectures, multi-sensory aids, and group discussions were employed to attain these aims. The coordinator prepared a brief syllabus to accompany the textbook and weekly reading assignments.

To indicate the scope of the experience and variety of topics, the

following outline is presented:

- 1st Week—The Nature of Aptitudes and Aptitude Testing
- 2nd Week—Specialized Aptitude Tests (Mechanical, Clerical, Manual Dexterity, Space Relation, Etc.) and Their Use in Vocational Guidance, Business, and Industry.
- 3rd Week—Achievement Testing.

- 4th Week—The Nature and Measurement of Intelligence
- 5th Week—The Planning and Execution of Testing Programs
- 6th Week—The Nature and Measurement of Interests
- 7th Week—The Assessment of Personality in the Classroom
- 8th Week—The Role of Testing and Evaluation in the Improvement of Instruction
- 9th Week—The Use of Test Results in Counseling and Guidance
- 10th Week—Final Examination

The nine instructors each spent a week in the Upper Peninsula meeting groups of students on the following schedule: Monday through Friday, 6:30-9:30 p.m. in Menominee, Ironwood, Baraga, Negaunee, and Munising respectively. The sixth session was held Saturday mornings from 9:00-12:00 a.m. at Sault Ste. Marie.

Approximately 185 persons, mostly teachers and administrators, but including a few personnel workers from business and industry, enrolled for two hours of credit. One new instructor upon his return to the campus stated that he "didn't know that there were as many as 185 teachers in the entire United States interested in testing!"

This same field course was repeated in the Spring semester in the upper part of the Lower Peninsula.

The six instruction centers were Ludington, Traverse City, Petoskey, Cheboygan, Alpena, and Tawas area. The total enrollment was about 160 students.

The student reaction to the course was overwhelmingly favorable. Many commented on the excellent class presentations, the practicality of the work, and the value of the pamphlets, reprints, and test brochures distributed. Of course, a few deplored the necessity of a final examination!

Faculty participants were also quite positive in their attitudes about this type of off-campus education. In addition to meeting with 345 new students, several of the lecturers found time to visit schools and consult with administrators and teachers during the working day. Further, the instructional staff noted that this unique teaching experience tended to enhance their campus offerings by giving them an opportunity to observe testing problems "on the firing line."

Field courses are becoming quite popular in spite of the disadvantage of a certain lack of continuity in instruction. Our observation is that by taking aptitude testing to the field we have reached a large audience which otherwise probably would never have had such a learning experience. We believe that the chief aim of the field course, to help in the improvement of testing practices, was achieved.

* * *

Many a man who thinks he thinks original thoughts just can't think of where he got them originally.

Changing Times

* * *

Everything on earth has been improved except the weather and people. Some people are working on the weather now.

Current Occupational Literature

MEMBERS of the Guidance Information Review Service are: Wilma Bennett, Covina Union High School, California; Irene Feltman, New Haven State Teachers College; Dean Hummell, Ohio State Department of Education; Ward Leis, Pasadena City Schools; Dora Peterson, formerly with Western Personnel Institute; Richard Rundquist, University of Kansas; Robert Shostick, B'nai B'rith Vocational Service Bureau; Buford Steffle, Michigan State University; and Harold Munson (Chairman), New York State Department of Education.

Each item listed has been classified and coded in accordance with the following system:

Type of Publication

- A—Career fiction
- B—Biography
- C—Occupational monograph

- D—Occupational brief
- E—Occupational abstract
- F—Occupational guide
- G—Job series
- H—Business and industrial descriptive literature
- I—Occupational or industrial description
- J—Recruitment literature
- K—Poster or chart
- L—Article or reprint
- M—Community survey, economic report, job analysis
- N—Other

Recommendation

1. Highly recommended (maximum adherence to NVGA Standards).
2. Recommended (general adherence to NVGA Standards).
3. Useful (while because limited in scope it does not meet NVGA Standards, contains authentic, objective, timely, and helpful information).

ACCOUNTING

- The Journal of Accountancy*, Jacobs, Robert and Traxler, Arthur E., American Institute of Accountants, 1954, 5 pp. L-3.
- The Accounting Testing Program*, American Institute of Accountants, 1956, 11 pp. N-3.
- Professional Help Wanted*, American Institute of Accountants, 3 pp. J-3.
- Accounting—The Language of Business*, Association Films, Inc., 4 pp. N-3.

ACTING

- The Young Actress in New York*, Moss, Allyn, *Mademoiselle*, Alumnae Advisory Center, 1956, 3 pp. 25¢. L-1.

ADVERTISING

- The Advertising Business and Its Career Opportunities*, American Association of Advisory Agencies, Inc., 1956, 16 pp. 10¢ (free to counselors). G-2.
- Market Research Workers*, Science Research Associates, 1957, 4 pp. Subscription Service. D-2.

AGRICULTURE

- Agricultural Engineers*, Science Research Associates, 1957, 4 pp. Subscription Service. D-2.

- Which Road? College or Farming*, Allen, James B. and Waterman, J. R., Chronicle Guidance Publication, 1957, 2 pp. L-3.
- AIR CONDITIONING AND REFRIGERATING INDUSTRIES**
Air Conditioning Workers, Science Research Associates, 1957, 4 pp. Subscription Service. D-2.
- ARCHITECTURE**
Should You Be an Architect, Belluschi, Pietro, New York Life Insurance Co., 1956, 7 pp. L-3.
- ARCHITECTURE, LANDSCAPE**
Landscape Architects, Science Research Associates, 1957, 4 pp. Subscription Service. D-2.
- ART**
Careers in Design, Decoration and Commercial Art, Angel, Juvenal L., World Trade Academy, 1957 (2nd edition), 28 pp. \$1. C-3.
- AUTOMOBILE INDUSTRY AND SERVICES**
Automobile Mechanic, Group, Vernard G., Personnel Services, Inc., 1957, 4 pp. 50¢. F-2.
- BARBERING AND BEAUTY SHOP WORK**
Beauty Operator, Chronicle Guidance Publications, 1956, 4 pp. 35¢. D-2.
- BUSINESS**
Careers With a Future in the Commercial Field, Angel, Juvenal L., World Trade Academy, 1957, 22 pp. \$1. G-3.
Should You Go Into Business for Yourself, Sontheimer, Morton, New York Life Insurance Co., 1956, 6 pp. Free. L-3.
Careers in Business, Stauffer, Howard B., Rochester Institute of Technology, 1956, 29 pp. Free. G-1.
- CARTOGRAPHY**
Cartographers, Science Research Associates, 1957, 4 pp. Subscription Service. D-2.
- CERAMICS INDUSTRY**
Ceramic Engineers, Science Research Associates, 1957, 4 pp. Subscription Service. D-2.
- CHEMISTRY**
Opportunities for Chemists, Chronicle Guidance Publications, 1957, 1 p. K-3.
Chemist, Chronicle Guidance Publications, 1957, 4 pp. 35¢. D-2.
Should You Be a Chemist, Langmuir, Irving, New York Life Insurance Co., 1955, 6 pp. Free. L-2.
Careers in Industrial Chemistry, Van Peursen, Ralph L., Rochester Institute of Technology, 1952, 26 pp. Free. G-1.
- CHIROPRACTIC**
Chiropractor, Chronicle Guidance Service, 1957, 4 pp. 35¢. D-3.
- CIVIL SERVICE**
Should You Become a Public Servant, Moses, Robert, New York Life Insurance Co., 1956, 6 pp. Free. L-2.
- DENTISTRY**
Careers in Dentistry, B'nai B'rith Vocational Service, 1957, 15 pp. 25¢. D-2.
Dental Hygienist, Chronicle Guidance Publications, 1956, 4 pp. 35¢. D-2.
- DESIGNING**
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Want Ads in the Classroom

by WILLIAM ROSENBLITT

I AM CONVINCED there is a place for want ads in the sixth grade classroom.

At the start, I wanted to make children more aware of the jobs around them, to let them know that I was interested in what they did after school, to encourage them to think more clearly about jobs, and, in general, to motivate learning and work.

So I brought the *New York Times* to class regularly. A "want-ad cutter" cut out the help wanted advertisements each day.

The procedure was introduced by telling the boys and girls that many people look for jobs in this fashion. This statement was greeted with surprise and looks of awe on the children's faces. Wonder grew as I proceeded to pick out various kinds of jobs and read what the ads said about them.

The want-ad information was ammunition for an arithmetic situation. I put down selected salaries and then asked the class whether the pay was monthly, yearly, or weekly. We would then figure out, by the proper arithmetic steps, the hourly and daily rates and make comparisons between the various jobs which the class had suggested.

Among the students' comments were these: "I am going to check and see if I can find a job for my brother!" "I am going to take down the phone number and call up!"

Some children were unusually creative with the want-ad strips. When their attention waned, they made Indian headbands out of them!



WILLIAM ROSENBLITT, is a substitute teacher at Public School 147, Brooklyn, New York.

A New Life for the Physically Handicapped

Two radio documentaries dealing with rehabilitation of the handicapped have been developed for use on tape recording machines for meetings as well as on radio, according to an announcement from the Federation of the Handicapped, 211 West 14th Street, New York 11, N. Y.

The recordings, developed in cooperation with New York University Department of Television, Motion Pictures and Radio, run 13 and 21 minutes each and are narrated by Radio and TV Announcer Ben Grauer.

Designed to reach professional personnel and lay audiences, they include interviews with disabled workers, present various methods used to fit the handicapped for employment, and point up the need to expand rehabilitation among the severely disabled in every community.

There is a two dollar charge for handling.

New Bulletin Describes School Guidance Facilities

Administrative Facilities in School Buildings, a 52-page 1957 publication of the U. S. Office of Education, includes descriptions of guidance facilities. Numerous photographs and floor plans help describe the program of administration in elementary and secondary schools and characteristics of administrative facilities in new school buildings. Special publication No. 6, by James L. Taylor, Specialist in Planning School Buildings, is available from the U. S. Government Printing Office for 45¢.



APGA CONVENTION

March 31-April 3

GATEWAY TO THE WEST: When members of the American Personnel and Guidance Association assemble in St. Louis they will convene in Missouri's largest city and the nation's eighth largest. The Village of St. Louis was named in honor of the French King Louis IX (statue left); the first permanent settlement was founded in 1764.

What Business Expects of the High School Graduate

by JAMES J. FORTE

“WHAT Business Expects of the High School Graduate?” proved to be a top-notch assembly program for seniors at the William H. Maxwell Vocational High School in Brooklyn, N. Y., last year.

The program was presented during the eighth term as seniors would soon be graduating and entering the business world and they would have the opportunity to apply within a short time any information they might learn from the program.

Since most of our girls are commercially trained, an attempt was made to secure representatives from various business organizations in which our former students were employed.

The organizations contacted accepted immediately the invitation to send a representative. Representatives were secured from a bank, an educational institution (NYU), an insurance company, a publishing house, and a beauty culture operator.

Each representative was requested to bring a former graduate with him, preferably one hired within the last year. Each of the representatives did so.

In order to conduct the assembly program within a specified time limit and to avoid recruitment on

the part of the guests during the assembly period, questions were prepared beforehand. Several days before the meeting, the guests and alumni were apprised of the questions that they would be expected to answer. The questions for the employer representatives were of this nature:

1. What types of beginning jobs are available to the high school graduate?
2. What is expected of the high school graduate in a beginning job? What type of training for a stenographer, typist, etc.?
3. In what ways do high school graduates fail to measure up to what business and industry expect of them?
4. What are the possibilities of advancement in these jobs? What are the salary ranges for the various beginning jobs?
5. If a girl wears braces on her teeth, would she fail to get the job? (This question proved to be humorous as well as informative. This is an important question for some of our girls because we stress good health and many girls feel that wearing braces hinders them in looking for a job.)
6. Is there anything else we should have asked?

Questions for the alumni were of this nature:

1. How did you get your present job?
2. What was required of you? What steps did you go through to get the job? (Initial inter-

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view, filling our application blanks, testing, physical examination, etc.)

3. What training in school helped you most to get your job and to progress in it?
4. What are the benefits that you get from working with your company?
5. What do you like about your job? What do you dislike about it?

A student panel of three girls was selected to conduct the assembly. One served as chairman of the panel and the other two functioned as the questioners—one questioning the representatives and the other the alumni. The chairman gave a few introductory remarks and then introduced the employer representatives and the alumni, identifying each alumna with her company. The student panel had been advised which guest and which of the alumni was to answer specific questions.

When a question was asked, the visitors would raise their hands, and the student would ask the designated guest (name cards were in front of each guest) for a reply as though it were a spontaneous selection. Before answering his question each guest identified himself and his organization, and the alumna identified her organization and told what position she held.

Since the assembly program started at 10:30 a.m., the guests were requested to arrive about 9:45 a.m. In order to establish an informal atmosphere and help the alumni overcome any possible nervousness, coffee and cake were served in the library and a general discussion of what was to happen took place.

The guests and alumni also were told that at the conclusion of the assembly program they were in-

vited to visit the seniors in their various subject classes for further discussion. They could also visit any other room in which they might be interested, such as the business machines room, office practice room, or academic room. It was felt that a question such as "What do you dislike about it?" would not elicit too much information, if any, during the assembly program because of the employer representatives on the stage. To overcome this, guests were asked to visit the seniors in their various subject classes.

In the classrooms, buzz groups formed about the alumni and employer representatives. In these groups, the seniors had the opportunity to talk with the employer representatives directly and also to quiz the alumni without the inhibiting influence of the company representatives. The guests were given a list of the rooms the seniors would be occupying the two periods following the assembly program. In this way, they could proceed to any room so that the alumni would be in one room and the representatives in another. As the seniors knew many of the girls, they readily asked questions such as "How did you dress for your interview?" "What did they ask you? How do you dress for the job every day? Do you really like the work, the company, the people? What do you do exactly?" While the opportunity was given for the alumni to answer questions personally, the employment representatives were able to get in some licks at recruitment!

The seniors were enthusiastic about this session. They asked to have another such program with other employer representatives and graduates. The employer repre-

sentatives expressed pleasure with the entire program and offered to return for another visit at any time. The faculty members who wit-

nessed the program thought it was effective. Present plans call for conducting such a program at least once a year during the eighth term.

Aptitude *versus* Achievement Tests

by JAMES DRASGOW

IN THE LITERATURE on counseling and guidance the tests of aptitude and achievement have been extensively treated and mistreated. The present purpose is (1) to indicate the increasing conflict between these two types of tests and (2) to develop a more understandable relationship between them.

There currently exists an extraordinary enthusiasm for testing. Increasing waves of the testing movement now run continuously from grade schools through high schools and colleges. The test construction industry has risen like a rocket—in some cases like an *un-guided* missile.

Until rather recently the primary emphasis was on aptitude tests. A plateau appears to have been reached when the efforts to increase the validities of aptitude tests repeatedly reproduced validity coefficients in the .50s.

One of the greatest problems that faces a guidance worker or counselor surrounds the hazardous predictions based on aptitude test performance. Many pupils and students have scored high on an aptitude test in a given subject and have then gone on into the subject only to fail.

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One of our rationalizations on such occasions is to blame "other factors" for interfering with the proper expression of an exquisite aptitude. Sometimes the test is blamed. When we do deride the test, it is done in what has become a socially accepted fashion; we assail the far from perfect validity coefficient.

Actually, we, rather than the test or its validity coefficient, may be at fault. We may have used an aptitude test when an achievement test should have been used. The following considerations may clarify this contradictory condition.

Let us take a high school freshman whose performance on a math aptitude test is high. He then goes on in high school math and does splendidly. This would confirm the results of the aptitude test. After high school he goes into military service. Later he applies for college. College entrance test battery scores again indicate aptitude for math and he decides to major in math. He flunks. Why?

Aptitude or Achievement?

Before jumping to conclusions, recall that he had what we may term "corroborated aptitude" for math in high school: he scored high in aptitude and achieved high grades in math. In college he still scores high on aptitude but does not achieve. Why? A solution to

the dilemma appears when we look at this student's scores on *achievement* tests in math. He performed poorly.

Our reasoning about what has been going on through all of this is as follows. As a freshman in high school the student was about to begin his study of formal math. At that time he was starting from scratch so that an aptitude test was the appropriate test to use. But when he got to college math, a large amount of previous training was required and the aptitude test was no longer appropriate. It was necessary to use an achievement test *as if* it were an aptitude test in order to make an accurate prediction of future performance. Consequently if any "fault" is to be seen in the predictive inaccuracy associated with the original aptitude test used, it is clearly our fault for having used the wrong kind of a test.

After working with several dozen similar cases in other areas, it appears that the usually used aptitude tests, even if they had perfect validity, might not be the appropriate tests for the prediction of future performance when past achievement is a large factor in determining future success.

It is also important to note that we may not be able to evaluate achievement simply by reviewing past performance in a given area. In the example cited the student had turned in a brilliant set of achievement grades in his high school math courses, but the subject matter content upon which those grades were based was no longer at his finger tips. He had taken his math courses so long ago that the content he needed to succeed in college math was beyond reach.

It is therefore necessary not only that past achievement be demonstrated, but that this achievement be of an available sort so that it can be used for continued success. The fact that the necessary earlier achievement was not currently available to the student was twice demonstrated: first by his college entrance math achievement test scores and then by his actual failure in the first year college math course.

It is also important to note that the influence of the time factor between completion of earlier achievement and the beginning of later work can be a variable which is extremely difficult to evaluate. For some students it seems that almost the day after a course is completed there is practically no available past achievement that can be used for further development. Other students appear almost always to have at their disposal the previous learning which is necessary to continue building.

In view of the preceding material it is now possible to state that, in certain situations, achievement tests may be better aptitude tests than the usually used aptitude tests. These "certain situations" are those in which previous achievement is a prerequisite. In such situations it is not necessary to test for what we have classically regarded as aptitude because it has already entered into the level of past achievement and as such becomes a part of the achievement test performance.

Some Research Evidence

The foregoing contentions are not without empirical support and it is rather fascinating to note that these studies now fit quite neatly into the above new framework. Gardner [4], for example, reported that carefully built achievement

tests were most useful in predicting college success.

Bledsoe [1] found that the G.E.D. achievement tests were better predictors of college success than the Ohio State Psychological Test or Otis Mental Ability Test. Fredericksen and Schrader [2, 3] in their study of 10,000 students in 16 colleges and universities reported that high school achievement was more useful in predicting college grades than the A.C.E.

In an informal pilot study for local norms and follow-up validation, college entrance test scores were correlated with grades at the end of the first year for groups of students in business administration, engineering, and the arts college; all groups gave highest correlations for the Cooperative English achievement test.

From all the foregoing it is evident that "aptitude tests vs. achievement tests" is an appropriate way of expressing the relationship that may exist when we are confronted with the problem of deciding between the two. The conflict has been intensified by both

the theoretical and empirical material which indicates that an achievement test may be a better aptitude test in certain situations than are the currently accepted aptitude tests. A better understanding of the relationship between the two kinds of tests was seen through the examination of the situations in which it was appropriate to use each type of test.

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A Plea for the Average, Normal Student

OUR SUPERIOR students receive the highest grades, highest distinctions, honors, prizes, and allied awards. We provide them with scholarships, fellowships and assistantships. We spend time, effort, and money in attempting to encourage them, perhaps sometimes to even seduce them into furthering their education and training. Men like Lewis Terman have devoted their entire lives to the study of the gifted students.

At the other extreme, the poorest students have received even more attention. We have special classes for the slow learner, classes in remedial reading, remedial English, remedial arithmetic, and so on. Pupils and students receive specialized tutoring, special attention and selected services. Entire institutions have been established at the city, county, state, and national levels to deal with the particular problems of the lower IQ

groups. And men have devoted their lives to the study of the failing student.

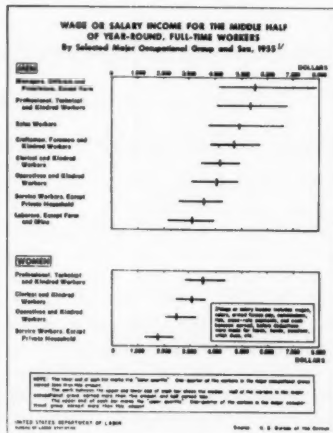
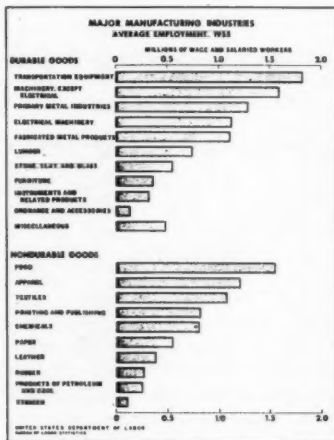
But what about the average, normal student? This group constitutes the majority. It later becomes the bulwark of our society. But all our special attentions have been given to the minority groups at either extreme. Who is the man who has devoted his life to the study of the average, normal student? Here is an entire research area, virtually unexplored.

In the field of psychology there is a classical division of all the children within a given family into three groups: oldest sibs, youngest sibs, and middle sibs. Each group is often found to have special characteristics that set it apart from the other two groups. Probably the most universally agreed upon characteristic of the middle sib group is that it is "lost in the middle." By comparison, the average, normal student is a middle sib within the family of all students.

And similar to what the psychologists have found in other families, our average students are "lost in the middle." In the same way that the psychologists have often found the middle sibs to be overlooked and neglected, we find that the comparable student group is similarly afflicted. Apparently there is something about human nature that is common to parents, teachers and administrators which causes us to sag in the middle.

What can be done for the middle sib students? How can what we do for them articulate with strengthening the majority group in our society? Who should and who can devote himself to the exploration and conquest of this vast area? These topics and their relations could well constitute the concern of a considerable number of symposia, panels, and researches if we ever decide to convert oversight into foresight in this important matter.

—James Drasgow



REPRODUCED FROM THE 1957 OCCUPATIONAL OUTLOOK HANDBOOK

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